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ABSTRACT

This report of the proceedings of the 50th anniversary year of the International Council for Distance Education (ICDE) includes: (1) the text of the address given by Kevin Smith, the outgoing president of the organization; (2) a review by the outgoing president of activities of the ICDE during its first 50 years (from 1938 to 1988); (3) the text of the Broady Lecture, "Developing Distance Education," by Gro Harlem Brundtland, Prime Minister of Norway; (4) a review of the conference program; (5) minutes of the first and second business meetings held during the conference; (6) the text of the inaugural speech given by David Sewart, the incoming president; (7) a conference evaluation summary; (8) a report on the UNESCO-ICDE Round Table; and (9) a report on the International and Donor Bodies Round Table. Both of these reports noted the importance of collaboration among institutions, individual practitioners, and international and donor bodies in distance education, and identified training needs for developers of distance education programs and materials. (GL)

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INTERNATIONAL COUNCIL FOR DISTANCE EDUCATION

DEVELOPING DISTANCE EDUCATION

REPORT FROM THE FOURTEENTH WORLD CONFERENCE

OSLO, NORWAY
9.–16. AUGUST, 1988

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ICDE
International Council for Distance Education

Developing Distance Education

Report of the Fourteenth World Conference of ICDE
ICDE Permanent Secretariat

Oslo, Norway
9–16 August 1988

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1. The campus of Oslo University was the site for the 14.th World Conference of ICDE.

2. Dr. David Sewart from The Open University, U.K., was elected president.

3. His Majesty King Olav V of Norway is received to the opening ceremony by the vice Councellor of Oslo University, Professor Inge Lønning, President Kevin Smith, conference Manager Reidar Roll and NADE's President Erling Ljosså.

4. Prime Minister Gro Harlem Brundtland, who gave the Broady lecture, talking to Kevin Smith and Reidar Roll.

5. From the reception in the City Hall of Oslo.

Photos by: Turi Widerøe.

Editorial Comments

It has been a recent ICDE practice to publish reports of ICDE world conferences, usually in the year following the event. This practice reflected the major role of conferences in the ICDE's triennial cycle of activities and, given the Council's voluntary administrative nature, the need for additional communication devices through which to conduct the business of the organization. With the establishment of the ICDE Permanent Secretariat, and pending a thorough review of conference procedures, communications with the membership and the Council's policies and procedures, it is possible that conference reports will evolve toward new forms in the future. This report is, therefore, transitional in nature. As such it is intentionally leaner than its predecessors. As one example, a list of 14th ICDE World Conference delegates is not included. There are several reasons: first, it would add many pages to this report; second, Permanent Secretariat staff are now engaged in consolidating all membership lists in a single, new membership database; and third, the Executive Committee has not yet determined a policy for the release of database information. For the present, members wishing to get in touch with conference delegates should contact the ICDE Permanent Secretariat, the address of which is shown in the section of this report entitled "The New ICDE Executive," for assistance.

This report does, however, retain several items which have appeared in previous reports. Gro Harlem Brundtland, Prime Minister of Norway, delivered the Broady Lecture at the 14th conference: it is included. The address of the out-going ICDE President, Kevin Smith, is also included as is that of the current President, David Sewart. (The text of the latter address was originally published in the *ICDE Bulletin*, volume 18, September 1988.) As in the past, reports of the first and second business meetings appear in this conference report; those wishing to have information on the work of various ICDE committees for the period 1985-1988 are referred to the "Report of the Executive Committee to the Membership", published in June 1988 and distributed to all ICDE members prior to the 14th ICDE World Conference.

Although copies were available at the conference, we have included in this report, with the kind permission of the author, Kevin Smith's review of ICDE's history over its first fifty years. Two Round Tables were held at the 14th Conference, one with Unesco, the other with representatives of various international and donor bodies. Summary reports of both sessions are presented. Finally, the results of an ICDE evaluation, derived from responses to a survey questionnaire distributed to conference delegates, are presented. These results have been considered during planning for the next ICDE world conference scheduled to be held in Caracas, Venezuela, in November 1990. The results also played a significant role in guiding the deliberations of the current ICDE Executive Committee as it charts a new course for the Council and its Permanent Secretariat.

Coupled with the official conference book, *Developing Distance Education: Papers Submitted to the ICDE World Conference in Oslo, 9-16 August, 1988,* this report represents the proceedings of our 14th World Conference.

ICDE Permanent Secretariat

Introduction

David Sewart

The Fourteenth ICDE World Conference held in Oslo in August 1988 marked the fiftieth anniversary of ICDE. In 1938 a group of pioneers from correspondence institutions in six countries met in Victoria, Canada, and founded the International Council for Correspondence Education. After the Second World War the Council expanded steadily, holding its world conference in a different country every four years. In the 1960s growth accelerated and the Stockholm conference in 1965 attracted over 200 delegates from 25 nations. This growth was sustained through the 1970s reflecting the evolution of distance education and the creation of "open" universities and colleges in many parts of the world. In 1982, at the Twelfth World Conference in Vancouver, Canada, more than 400 delegates adopted a name change – International Council for Distance Education – better to express the contemporary diversity of learning media and methods. The conference in Melbourne in 1985 was only the second such conference to be staged in the southern hemisphere and the success of ICDE, as well as the general awareness of the long standing tradition of distance education in Australia, lead to a new attendance record of over 700 delegates from some 50 countries.

The Fourteenth World Conference in Oslo has been a triumph of planning over a period of three years beginning immediately following the Melbourne conference. The Oslo conference, under the patronage of His Majesty, King Olav V, was attended by more than 700 delegates from over 60 countries and the opening ceremony was the first in the history of ICDE to be graced by the presence of a Head of State.

This report is a formal record of the activities of the conference but it is, of necessity, merely a skeleton and record of the significant features of a conference which brought together so many involved in distance education over a period of eight days. The other formal record of the conference is the conference book, *Developing Distance Education,* which was an indispensable adjunct to the programme itself. As the new President of ICDE I would like to thank the outgoing President, Kevin Smith (Australia), and the members of his executive for the work that they carried out which culminated in this conference. On behalf of the International Council for Distance Education, I would also like to record our thanks to our Norwegian hosts, the Royal Norwegian Ministry of Church and Education and the Norwegian Association for Distance Education, without whose support this conference would never have taken place.

It is appropriate also that we should record here one of the most significant events in ICDE's history, namely the creation of a Permanent Secretariat for ICDE in Oslo. The Permanent Secretariat is established as an agency activity linking regional, national and local activities into a network which also embraces the donor bodies, including Unesco, with whom successful preliminary discussions were held during the course of the conference. This conference, in our 50th Anniversary year, has thus marked a turning point in our history in which the long standing and evident professionalism of its members has become paralleled for the future in the organization itself.

President's Address

Kevin Smith

Welcome

Your Majesty, Excellencies, Ladies and Gentlemen –

It is a singular pleasure and a privilege for me as President of ICDE to have this opportunity to welcome guests and members to this conference which is so special in several ways.

Firstly, as our Fourteenth World Conference, it marks the passage of 50 years since the original international association of educators from which the present organization has evolved was formed in Victoria in British Columbia, Canada, and during the next week or so we hope to be able to celebrate in various ways this special anniversary year.

Secondly, it is only the second time in our 50 years of history that an ICCE or ICDE World Conference has been held in a Scandinavian country. The Seventh World Conference was held in Stockholm, Sweden, in 1965 so it is appropriate that we should once again focus attention upon this region, and on this occasion on Norway in particular, where the provision of distance education is characterized by several unique qualities. I hope that just as the first Scandinavian conference in Stockholm over twenty years ago marked the beginning of a new era for the organization (in that it was the first truly international conference held by ICCE in terms of numbers and the national diversity of delegates who attended it), so this second such conference in the region will represent the beginning of yet another significant phase in the development of ICDE, this time in terms of having for the first time a permanent secretariat, from which to promote the cause of distance education throughout the world. I shall say more about this shortly.

But what makes this conference even more special, indeed, unique in the history of distance education, is that it is graced with the patronage and the presence of His Majesty, King Olav V of Norway. I am sure that all here today must be immensely pleased to know that distance education in this part of the world is so highly regarded as to warrant such a public expression of Royal support and encouragement. We extend to you, Your Majesty, our most sincere thanks for your participation here today and for the reassurance that your patronage brings to all of us in distance education.

We are, of course, very conscious also of the remarkably generous support that ICDE and the organizers of this conference have been receiving from the Norwegian Government ever since planning for this event began almost three years ago. Evidence of this support could not be better demonstrated than to have the Prime Minister of Norway herself, Mrs. Gro Harlem Brundtland, deliver our keynote address, the Broady Lecture, later this week and have at this opening session the Minister for Church and Education, Mrs. Mary Kvidal, and other government representatives.

I also wish to extend a most cordial welcome to representatives of other organizations and agencies that have already been mentioned by Mr. Reidar Roll. We have been working closely with some of these organizations for many years and we hope not only to continue these relationships but to make them more productive, just as we look forward to establishing more formal links with those who have been less closely associated with ICDE in the past.

Most vital to the success of the conference, of course, are our own ICDE members. To those of you who are attending your first ICDE conference, I would like to express the hope that this week is a memorable one for you in terms of professional and social interaction and the development of a sense of community which must be one of the most important objectives of an international event such as this.

Tribute to Norway

As I have already suggested, I can think of no more appropriate country to host this conference

than Norway. It enjoys a long tradition of distance education that permeates all levels of education and is available as a mode of study for both award and non-award programs to full-time and part-time students, especially to adult students. What is especially noteworthy, however, is the unique partnership that exists between the public and private sectors by virtue of having government funds providing substantial support to non-profit private educational foundations which then become appropriately accountable for the quality of the educational services offered to the community at large. There also seems to be, no doubt because of the energetic coordinating activities of the Norwegian Association for Distance Education (NADE), a level of national cohesiveness in distance education that is rarely experienced in other countries, and this despite the fact that some of the institutions concerned have to be viable in commercial terms as well as acceptable educationally.

This national commitment, combined with individual drive and vision, has borne fruit in a number of ways, some associated with the organization and running of this conference and others with the development of ICDE in the years ahead. Our Norwegian hosts began planning for this conference three years ago and in the process have involved a large number of people from a wide range of institutions and agencies in contributing to the success of this major event in the ICDE calendar. We are deeply indebted to them all. But I must also take this opportunity to pay special tribute to Reidar Roll and Erling Ljosâ in their capacities as executive officers of NADE. Their untiring efforts in negotiating a financial arrangement with the Ministry of Church and Education has resulted in the creation of a Permanent Secretariat for our organization here in Oslo within the structure of NADE and under the aegis of its Executive Director, Reidar Roll, who will also act as Secretary General of ICDE. More will be said about this exciting development at our first business session this afternoon, but it clearly means that ICDE can immediately begin to respond to global needs in distance education in more positive ways than has been possible in the past. I consequently relinquish the presidency this week with a great sense of optimism about the future of ICDE and expect that my successor, David Sewart, is looking forward to having the support of such a secretariat in implementing the many initiatives which I know he is already planning.

This mention of my successor prompts me to draw your attention to the vital role that David Sewart has played as Chair of the Program Committee which has been responsible for arranging the educational input of the conference. We thank him sincerely for his total dedication and efficiency.

Distance Education: Unity in Diversity

Members of the audience here today reflect the fact that distance education systems in various forms are now to be found in every continent (except Antarctica) and in most countries, irrespective of size, demography or economy. The provision of higher education by the distance education mode of teaching and learning in particular has expanded dramatically during the past two decades in both developed and developing countries. Over twenty open universities have been established and many dual mode systems created. Some of the largest systems in Asia can boast of enrolments in the hundreds of thousands. One decentralized system claims almost one million learners. At the other extreme, an institution may have only a few hundred students. And the use of the old and new communications technologies is equally diverse and variable.

One might wonder, therefore, if there is still sufficient common ground within this diversity of cultures, educational goals, methodologies and technological development to warrant the continuation of such gatherings as this. What is it about distance education that allows all of us to look forward to this with a view to exchanging ideas and experiences in truly meaningful ways no matter how different the contexts which we represent?

This question is one that seems to demand an answer in such a year as this, our 50th anniversary year. I was made very conscious of it when I began to examine the history and achievements of this organization so that I could outline them for you in the Anniversary Review (The First Fifty Years) which you should have received on your arrival here and I hope have found time to read. I do not intend to repeat them here, much as I would have liked to pay tribute to those who have contributed so much over the past half-century to the development of what we once knew as 'correspondence education' and now as 'distance education'. Indeed, it was a question of identifying a 'common denominator' when we sought a name change for this organization nearly a decade ago. The common denominator that I suggest links all of us despite our diversity is the notion that 'learner-centredness' must be the essential rationale, a rationale that demands flexible approaches in course materials design, the use of communications technologies and the development of student support systems.

And yet, somewhat paradoxically, because of this rationale, the term 'distance education' rests a little uneasily with me in spite of the fact that the term is now more readily understood then it was a decade ago. I say this because the notion of learner-centredness (with an emphasis on the learner learning rather than the teacher teaching),

together with flexibility or options for the learner in terms of location, time, pace and methods of study, should be just as much a guiding principle for the education of contiguous students (that is, students attending an instititution on a regular basis) as it is for students who are geographically separated from their teacher. Indeed, there is a growing number of institutions, especially those with both on-campus and off-campus students, that have recognized the advantages of using so-called 'distance learning' methods to supplement the more traditional face-to-face lectures and tutorials, and there is a growing body of literature being published on the notion of 'convergence', expressing the point of view that traditional teaching practice could benefit immeasurably if it were to use some of the techniques and methods that have been tested and refined over recent years by distance learning systems around the world. There is no doubt in my mind that this organization has many members who work at the 'cutting edge' in increasing our understanding of the teaching-learning process. I can only hope that in the years ahead distance educators will be able directly to effect improvements in teaching and learning practices in traditional systems, especially at the post-secondary levels, more comprehensively than they have been able to up to now.

ICDE: Responding to Future Challenges

The challenges facing an international organization such as ICDE at this time of growth and development in both quantitative and qualitative terms are clear and must be faced immediately if we are to meet the needs of our growing membership in a more effective, professional way. Firstly, there is a growing need for improved information services about distance education policies and practices around the world. Secondly, and perhaps more importantly, there is an urgent need to develop a mechanism to facilitate exchanges of human resources so that experience and expertise gained in distance education systems can be made more easily available to those who wish to draw on them, either for planning and implementing new systems or improving the old. Thirdly, we need an infrastructure that can encourage and assist in the organization of regional workshops, seminars and conferences so that members have more opportunities to develop co-operative approaches to solving common problems or problems peculiar to the region concerned.

These challenges in turn demand that closer collaboration be sought between the ICDE and other relevant organizations to ensure that our combined efforts are co-operative rather than competitive, and that we offer complementary services rather than wittingly or unwittingly spending time duplicating one another's activities. The development of an effective interactive global network in distance education, therefore, is needed now more than ever before, a network that will ensure close co-operation among international organizations, national funding agencies and regional as well as national distance eduation associations. To this end, I believe that ICDE has a special responsiblity and the establishment of our Permanent Secretariat is a postive and practical response to this.

Conclusion

So much for the future of ICDE. Now let me help you to return to the present and think about the next seven days of the conference.

It remains for me to thank all those associated with the organization and support of the conference to make it the outstanding event in the ICDE triennial calendar. Thanks in advance for your enthusiastic participation in the formal program in various capacities, in the informal but equally important professional and social get-togethers, and in establising contact with colleagues who may be of professional benefit to you long after we disperse from here. At the end of the week we hope that you feel not only exhilarated but exhausted. Otherwise, we may worry that you let some of the opportunities for interaction elude you.

Again, may I express our sincere appreciation to our hosts which include so many of the distance education community of Norway who have contributed to the event in various ways, either with financial support or in a professional capacity.

Finally, I wish on behalf of all of you to extend our gratitude to His Majesty, King Olav, and to the Minister of Church and Education, Mrs. Mary Kvidal, who have honoured us with their presence here today, and by so doing given a clear indication of the depth of commitment of the host country to the cause of distance education in general and to the ICDE in particular. I hope that their example will serve to encourage other national leaders to give similar personal support to the development of distance education in their respective countries.

And now, may I wish all delegates, especially those of you who have travelled far to be here, a most enjoyable and rewarding conference experience.

ICCE/ICDE: The First Fifty years (1938-1988)

Kevin Smith

Reflections

It is appropriate that in this 50th year since ICDE was established in its original form as the International Council for Correspondence Education (ICCE) we should feel the need to acknowledge achievements and savour the triumphs in retrospect. It is right that our members should also be given a sense of history of the organisation and an awareness of the changes which have marked its development along the way. In the process, however, it is hoped that there is a realisation that rather than having reached full maturity (as we have come to regard a period of 50 years to represent in the lifetime of a human being), ICDE may be really only emerging from a rather protracted adolescence.

This review in no way attempts to be a history of the organisation. Such a project is beyond its scope; besides, there are others who have a more intimate knowledge than I do of ICCE's earlier years and achievements and are better placed to undertake the task. I hope, however, that one day a history will be written to pay due tribute to the most outstanding individual contributions of ICCE/ICDE members, especially those who served in various official capacities. Because the focus of this review is not upon individual achievement, it behoves me to express in general terms at least on behalf of the membership our sincere thanks to all who have given so willingly of their time and expertise over the last 50 years to the development of distance education at an international level through dynamic participation as a member of ICCE or ICDE. Worthy of special recognition, of course, are our past presidents whose names appear below.

This Anniversary Year will have real significance if it marks the beginning of a new stage in the life of ICDE where professionalism will be reflected in more practical responses to insistent demands from all corners of the globe for help to close the gaps that exist between traditional systems of education and the educational needs of populations that require more flexible approaches to learning. The executive believes that ICDE will emerge from the World Conference in Oslo in a position to provide a more effective leadership role in distance education than it has been able to play in the past fifty years. If it fulfils such a promise, then 1988 will be remembered as a Happy Anniversary indeed.

ICCE: Four Decades of Development

Origins

The International Council for Correspondence Education grew out of a meeting of a group of pioneers attending a national conference on supervised correspondence study in 1936 where a Mr. J.W. Gibson, who was for many years the Director of High School Correspondence Instruction at Victoria, British Columbia, suggested that an international conference on correspondence education should be convened. The initiative to invite representatives of correspondence schools from around the world was taken by him and only two years later in August, 1938, the first ICCE Conference was held in Victoria, B.C. The Conference was attended by 88 delegates, mostly from Canada and the United States, but also from Australia, New Zealand and Scotland. So the stage was set for the development of an organisation that for the first twenty years or so was essentially North American in membership and mainly interested in correspondence methods for schoolchildren and college students using the single medium of print. Both the public and private sectors were represented.

World Conferences

The story of ICCE's growth and development is reflected in its World Conferences which took place every three years or so, with the exception of the decade of inactivity between 1938 and 1948 as a result of the Second World War. As Figure 1 shows, the next five conferences attracted only a handful of countries with Canada, United States, Australia and New Zealand providing the bulk of

the delegates. The Stockholm Conference of 1965, however, marked a turning point in the fortunes of ICCE for it was the first truly international conference in size, representation and spirit with an attendance of 223 delegates from 27 countries. Subsequent conferences in the 1960s and 1970s maintained this international character and witnessed greater participation from higher education institutions in the public sector, although attendance at the 1975 Brighton Conference suffered somewhat as a result of having to shift venue rather hurriedly from Kyoto, Japan, a few months before the event. The 1972 Conference in Virginia was especially noteworthy as it saw the launching of the *ICCE Newsletter* which has been in continuous publication since then in various forms (the *ICDE Bulletin* from 1982) as an important link with members between conferences and as a source of information on a wide range of educational philosophies and practices around the world. Special thanks are due to the four editors, Habeeb Ghatala (USA) 1972–74, Erling Ljosâ (Norway) 1975–78, Janet Jenkins (UK) 1979–81 and David Sewart (UK) 1982–88. The 1978 Conference in New Delhi warrants mention as the first ICCE World Conference to be held in a developing country.

ICCE/Unesco Relationships

In the 1960's important links with Unesco were established, culminating in formal affiliation as a Category C non-government organisation or NGO in 1967. Mainly due to the work of the then President, Miss Renee Erdos of Australia, who had also produced a Unesco source book *Teaching by Correspondence*, Unesco agreed to provide the venue and facilities for ICCE's 1969 World Conference, the success of which resulted in affiliation being upgraded to Category B and funds provided for two major research projects conducted by Dr. Ripley Sims of the United States. Unesco also supported the Ninth Conference in Virginia by financing the participation of some delegates from developing countries. This period marked the high point of our relationship with Unesco.

FIG. 1: WORLD CONFERENCES AND PRESIDENTS

No.	Date	Venue	Attendance *(delegates/countries)*	Presidents
1	1938	Victoria, B.C.	88/5	Rex C. Haight (US)
2	1948	Lincoln, Nebraska	118/6	Knute O. Broady (US)
3	1950	Christchurch, N.Z.	79/2	A.G. Butchers (NZ)
4	1953	State College, Penn.	73/8	William R. Young (US)
5	1957	Banff, Alberta	76/5	G.F. Bruce/G.J. Buck (CAN)
6	1962	Gearheart, Oregon	77/5	Viron A. Moore (US)
7	1965	Stockholm, Sweden	223/27	Donald Cameron (CAN)
8	1969	Paris, France	153/35	Renee Erdos (AUS)
9	1972	Warrenton, Virginia	147/28	Charles A. Wedemeyer (US)
10	1975	Brighton, U.K.	84/32	Börje Holmberg (SWE)
11	1978	New Delhi, India	192/39	David Young (UK)
12	1982	Vancouver, B.C.	450/54	Bakhshish Singh (IND)
13	1985	Melbourne, Aust.	700/50	John Daniel (CAN)
14	1988	Oslo, Norway	700/60	Kevin Smith (AUS)

ICDE: Metamorphosis

A Change of Name

Although a name change from 'Correspondence Education' to 'Distance Education' did not occur until 1982, the catalyst for such change can be identified as early as 1979 when, at an international conference held in Birmingham by the U.K. Open University, it became clear that ICCE as then constituted did not meet the needs of some newly emerging distance education institutions. Consequently, there was a distinct threat that a rival organisation would be set up to respond more directly to those needs. This produced a new sense of urgency for a name change which took

place at the Vancouver Conference of 1982 with little dissent, despite the fact that similar moves had failed at three previous World Conferences. The change of name to the International Council for Distance Education was more than semantic. The new title recognised that the Council had moved a long way from representing mainly government secondary-level correspondence schools and proprietary colleges as it did in 1938 and was recognising the wave of state-supported open colleges and universities that had begun to emerge in the 1970s using a multi-media approach. The immediate consequence of this change was the release of a new energy from members which was expressed in an ambitious plan of action for the next few years, a plan that the new President, John Daniel, carried out with great enthusiasm to lay the foundations for future developments.

Current Activities

Whilst our world conferences will no doubt continue to be major events in the ICDE calendar, perhaps with increasing regularity or supplemented by regional conferences in the years between, the adoption of members' recommendations to the executive committees from the Vancouver Conference of 1982 and the Melbourne Conference of 1985 has resulted in an extended range of activity requiring devolution of responsibility to vice presidents and their respective committees formed from co-opted members.

These activities include publication of the ICDE Bulletin three times a year to serve as the main channel of communication to members about research in distance education, project reports, editorial pieces, regional contributions, affiliated association reports and news on forthcoming events. The Council co-operates with and financially supports the United Nations University sponsored International Centre for Distance Learning (ICDL), a documentation and information centre with hard copy and computer-based data on which members may draw. The Research Committee monitors current research and scholarly publications as well as administering a fund through which grants are awarded to assist members with projects of special interest, and a Workshops, Visits and Exchanges Committee encourages national and regional meetings and workshops with a modest program of grants to assist members with travel expenses. ICDE funds are also provided to support regional and national workshops. The Women's International Network (WIN) has flourished since its inception in 1982, giving recognition to the increasingly important role that women are playing in distance education as teachers, administrators and students. WIN publishes a Newsletter, organises regional networks and seeks funds for specific projects such as the publication of a book on the contribution of women in distance education and a workshop in India focussing attention on a similar theme.

In recent years, moves have been made to re-establish closer links with Unesco through co-operative ventures. In 1987, for example, a contract was arranged through the President for ICDE to co-ordinate a study of Asian distance education institutions making large-scale use of communication technologies and another global survey of resources in distance education is being conducted this year by Keith Harry of ICDL following a recommendation from ICDE to Unesco. It is expected that a Unesco-sponsored and ICDE-organised Round Table of representatives of regional and national associations and distance education institutions will meet in Oslo during the World Conference to examine distance education needs for developing countries. ICDE was also represented during 1987 at two Unesco seminars in Australia and one in Singapore.

Constitutional Changes

Many members will be aware that in response to recommendations initiated at the Melbourne Conference in 1985 concerning the need for different procedurres for the election of a President and an Executive Committee, changes to the Constitution were introduced this year to allow for a postal ballot. Accordingly, several advantages are anticipated: firstly, the new procedures are more democratic since no member of ICDE will now be disenfranchised if he or she is unable to attend world conferences; secondly, the election of presidents and their executive committees will be completed before rather than during a world conference, thus allowing delegates to concentrate on conference programs instead of organisational politics; thirdly, the handover of responsibilities from one group of office-bearers to another can be planned well in advance and effected smoothly when both groups meet at the ensuing Conference.

With such a process, it is hoped that members will have more time to identify worthy candidates for nomination and will be able to make their final selections for office in a more informed way to ensure that the diverse interests of ICDE members as a whole are represented.

A Permanent Secretariat

The incredible growth of distance education around the world in the last decade or so requires an international body that can provide expert professional services to governments, institutions and individuals planning or already engaged in

distance education projects. Maintaining a voluntary association of members through publications, seminars and workshops is one thing; responding effectively to requests for human resources to assist with planning and developing a distance education system is another. The latter calls for a more sophisticated and professional organisational structure than a well-meaning executive committee composed of busy distance educators who generally have very limited time to attend to the increasing demands of their honorary ICDE office.

It is pleasing indeed in this Golden Anniversary Year to be able to annonce that such an appropriate professional structure will begin operating from August 1988 in the form of a Permanent Secretariat within the Norwegian Association for Distance Education (NADE) in Oslo. The Executive Director of NADE, Mr Reidar Roll, will undertake additional responsibilities as Secretary General of ICDE. That this has become a reality is due in large measure to the commitment and generosity of NADE itself and to the enthusiastic support of the Norwegian Ministry of Church and Education which is to provide more than half the required funding over the next few years.

The Prospects

Such constitutional changes, combined with the establishment of a Permanent Secretariat in Oslo, have set the stage for an exciting and dynamic period of activity ahead for ICDE. Perhaps we may prove that 'life begins at fifty', not forty!

15th ICDE World Conference — Caracas, 1990

The 15th World Conference will be held in Caracas, Venezuela, from 4—10 November, 1990. This is the first time an ICDE conference has been held in Latin America and it is expected to generate much interest both in the region and internationally. Armando Villarroel is the Conference Manager and the *Universidad Nacional Abierta (UNA),* Venezuela's national open university, will host the event. Marian Croft, Laurentian University, Canada, is Programme Chair.

In response to suggestions of the ICDE membership, the 15th World Conference incorporates a number of important features:

- dual language (Spanish-English) conference with simultaneous translation for all major presentations;
- both Spanish and English parallel sessions;
- Spanish and English language conference books;
- advance conference abstracts and programme information;
- single venue conference and accommodations;
- recognition of International Literacy Year;
- higher professional standards guaranteed by English and Spanish editorial boards;
- more attention paid to all levels of education and increased geographic representation;
- greater opportunities for delegate interaction;
- training workshops on selected themes; and
- no weekend break during the conference;

The conference venue is the Caracas Hilton Hotel which, in conjunction with the adjoining Anauco Hilton Hotel, offers a range of reasonably priced accommodation from single room to apartment style. Conference facilities include those of the Hilton and, for the Broady Lecture and gala events, the adjacent *Teresa Careño* Cultural Complex. Caracas offers numerous culinary and cultural opportunities, and is an ideal stepping off point for pre- and post-conference activities in Latin America and the Caribbean.

More details on the conference and its programme will appear in the ICDE Bulletin or can be had by writing to the ICDE Permanent Secretariat.

The Broady Lecture: "Developing Distance Education"

Gro Harlem Brundtland, Prime Minister of Norway

The Broady Lecture commemorates the contribution of Knute O. Broady, a pioneer in the development of correspondence education in the United States and a Past President of the ICDE, who died in 1974. The inaugural Broady Lecture was presented by Dr. Fred H. Harrington of the United States at the Brighton conference in 1975. Successive Broady Lectures were given by Dr. Borje Holmberg of West Germany in New Delhi (1978), Mr. Kevin Smith of Australia in Vancouver (1982) and Dr. Geoffrey Bolton of Australia in Melbourne (1985).

Gro Harlem Brundtland graduated from the Medical School of the University of Oslo in 1963 and took a Master's degree in public health at Harvard University in 1965. From 1966 to 1968 she served as Medical Officer in the Norwegian Directorate of Health. From 1969 to 1974 she was Assistant Medical Director on the Oslo Board of Health. She became involved in political work at an early age. She was one of the founders of the Upper Secondary School Socialist Union and served as its Deputy Chairman. While studying at the University of Oslo, she was Deputy Chairman of the Labour Party Student Union. Gro Harlem Brundtland was Minister of Environment from May 1974 to October 1979 when she assumed her seat in Parliament to which she had been elected in 1977 as a representative from Oslo. In Parliament she served on the Standing Committee on Finance before she was appointed Leader of the Committee on Foreign Affairs and the Constitution. She was also Deputy Leader of the Labour Party's Parliamentary Group. In February 1981 she became Prime Minister, an office which she held until the general election in October the same year. In April 1981 she took over as Leader of the Labour Party, after having served as its Deputy Leader since 1975. From October 1981 she was Leader of the Labour Party's Parliamentary Group until she became Prime Minister in May 1986. Gro Harlem Brundtland is Vice President of the Socialist International and member of the Independent Commision on Disarmament and Security. She is Chairman of the World Commission on Environment and Development.

In the next century the world's population will reach 10 billion. The challenge of providing education to such a doubled population is a formidable task. In many countries the present educational system can hardly keep up with population growth. Even primary education is not a right enjoyed by everybody in today's world. At the same time, but in other parts of the world, information is being sent around the globe literally at the speed of light. We possess an abundance of knowledge on the one hand, but this knowledge is often concentrated in particular countries or institutions. We are witnessing a revolution of technical possibilities in the information sector. The challenge in the future will be to combine resources, knowledge and information techniques in order to reach as many people as possible. Flexible approaches are needed to suit local or regional conditions.

Whereas the possession of wealth has been seen as an indicator of affluence in many societies, access to information may very well become one such indicator in the future. We face enormous challenges, not only in providing access to information and education for everybody, not least in the developing countries in order to close the bridge between the North and the South, but also to meet the requirements for adaptation, further education, up-grading courses and learning in the most comprehensive sense, in a world in which the changes are characterized by their magnitude and speed. It is quite clear that these requirements and challenges cannot be met unless a variety of educational methods are applied. Distance education will become even more important in the next fifty years than it has been in the first fifty years of the ICDE's existence.

I welcome this opportunity to speak on the development of distance education as seen from a political perspective. This lecture is in memory of Knute O. Broady, one of the prominent figures in the early days of distance education in North America. He was one of the founders of the International Council for Correspondence Education, which is celebrating its fiftieth anniversary as the International Council for Distance Education during this conference. Knute O. Broady was of Scandinavian origin, which makes it an even greater pleasure to be able to pay him this tribute. And

if I may digress for a moment, it seems that Scandinavians have been pioneers of communication in North America in more than one sense. I have in mind the Norwegian, Snowshoe Thompson, who single-handedly maintained postal services over the Rocky Mountains on skis for a number of years in the previous century.

The Norwegian experience is illustrative. With only 4 million people scattered over a relatively wide area, intersected by fjords and mountains, we have had to overcome a number of obstacles to communication. Given our scarce resources, it has been a major political challenge to develop a modern welfare society through joint efforts by the entire community. Everybody has had to take part in these efforts, which called for fundamental values such as a spirit of community, solidarity and a sense of participation and shared responsibility. These are values that have enjoyed broad support, particularly in the decades of reconstruction following the Second World War.

You will find the imprint of these values if you examine the educational system of Norway. First, we have attached great importance to ensuring that all our local communities as far as possible offer equal educational opportunities. Second, we have given priority to the maintenance of a high-quality, decentralized system of primary and secondary education as part of a policy to strengthen and develop local communities. Finally, we have today a fairly decentralized system of institutions of higher education run by the state in which our concern for local and regional development is an implicit and important factor. Another distinctive feature of our society is the emergence of a wide variety of voluntary organizations. Whereas Norway has 4 million people, we have 12 million members of voluntary organizations. These organizations are a vital force in the development of our democracy and they provide channels for participation and influence in the workings of society.

The saying that "knowledge is power" is attributed to Francis Bacon 400 years ago, but the observation as such must be much older. NGO (non-governmental organization) activities in this country affirm its validity. Many of the NGO's and broad-based popular movements have been dedicated to educational activities aimed at their members as well as the general public. Their contribution to our modern democratic system has to do not only with their participation in the political sphere as such, but also with what they have achieved in term of educating individuals. The labour movement has played a significant role in this context.

Distance education began in Norway in 1914 with the establishment of our first correspondence school. Since then its importance has increased substantially. In recent years, annual enrolment has been between 150,000 and 200,000 students, which places Norway among the leading nations as regards the proportion of the population taking advantage of distance education opportunities.

The main role of distance education is to give people access to educational opportunities, regardless of where they live or what their life situation may be. It has become possible to work towards a diploma or to pursue more informal courses and thereby to be able to overcome geographical, social and practical obstacles, and we have moved further towards the realization of the aim of equality of opportunity. Thus, distance education has become an important part of our educational system, and distance education is today a field of cooperation between correspondence schools, NGOs, trade unions, educational authorities and other public institutions, including the Norwegian Broadcasting Corporation.

As far as we know, the Correspondence Schools Act of 1948 was the first of its kind in the world. It established an accreditation system according to which all correspondence courses are approved by the Ministry of Education before they are offered to the public. I am pleased that there seems to be general agreement that the Act has never been used to control the ideological content of courses, but only to ensure adequate quality and educational standards. In 1961, regulations were expanded to include a grant scheme for students pursuing certain courses and, in 1975, this was replaced by a general grant scheme for correspondence students.

Since 1984, the Government has also allocated funds for research and development in distance education institutions. The primary aim has been to assist the institutions in developing expertise in the use of new media and technologies to provide a basis for further development of competence and methods of distance education. Another means of supporting distance education has been by broadcasting a wide range of educational programmes, usually in cooperation with correspondence schools, publishing companies and various adult education organizations. The State Institution for Distance Education, a small institution offering programmes to special target groups, was set up in 1977.

As you will see from this overview of our experience, distance education has contributed to fulfillment of important political objectives in this country. It gives a broad cross-section of the population access to the education or training they need without having to move or give up their job in order to take part in educational activities. In

addition to the utilitarian aspects, we must not forget that learning is a pleasure, that it is something to be enjoyed for its own sake, and that Aristotle was right when he said 2000 years ago that "learning is a natural pleasure which is not confined to philosophers, but is common to all".

Why will distance education be even more necessary in the future? Ten or twenty years ago, it was still possible to believe that distance education would become redundant, and that all our educational needs would be taken care of by traditional means in a steadily growing and developing system of conventional education. This was obviously not true. Those holding this belief were mistaken, but not just because there will always be gaps in any educational system. Distance education has a number of inherent qualities which make it more appropriate than ever in a modern, rapidly changing society.

In modern society, it is no longer sufficient that all citizens get a sound, basic education before taking up an occupation. In the course of a normal working career, individuals will need to update and renew their knowledge and skills several times. Frequent updating and retraining is already necessary in just about any occupation you can think of. The rate at which acquired knowledge becomes obsolete is steadily increasing. Everyone must begin to take into account new processes and new technology and incorporate these into their daily lives. Life-long learning is not only a slogan, it is a necessity.

If society is to develop and prosper as we approach the next millenium, it will be necessary to devise a policy of knowledge. The value of specific, advanced and updated knowledge will increase with the growing sophistication of society and the increasing complexity of national and international relations. The ability of organizations and nations to acquire and develop such knowledge will become a decisive factor determining the level of competitiveness and the potential for economic and social development. The level of specific advanced knowledge is not the only important consideration. In a democratic society it is equally important to establish a sufficiently even distribution of knowledge. A technocratic society dominated by experts is not acceptable and could prove dangerous in the long run. Only a society of well-informed, mature and free citizens can form a basis for true democratic development.

How, then, can we meet this challenge? Clearly, our educational systems will have to develop more flexibility and achieve a greater level of adaptability than they have demonstrated in the past. They will also have to take the pressing needs of continuing education more seriously and devise new means of organizing such education in close contact with business, industry and public services. At the same time, we all recognize the need for cost-effectiveness in the educational system in general.

Distance education is an important element in the development of the educational opportunities and mechanisms needed to cope with the demands of modern society. Its inherent qualities include some of those I have just mentioned: flexibility, adaptability, cost-effectiveness and open access. Distance education has already demonstrated its qualities, not only in Norway,

but also in a large number of countries with a variety of conditions and institutional patterns. Any government will try to achieve as much as possible with the resources available. Therefore, it is necessary to consider how best to use existing institutions before establishing new ones. As I mentioned earlier, we have a number of institutions in Norway possessing considerable experience and competence in distance education. We also have a valuable tradition of cooperation between such institutions and public authorities and institutions. This tradition provides a firm basis for the future development of distance education in Norway. It will not be necessary to start all over again.

As in other areas, an international perspective is essential in distance education. When correspondence education was introduced in Norway, it was based on thorough studies of the practices followed in other countries. Throughout the history of distance education in Norway, there have been strong links between institutions in this country and those in other parts of the world. And I belive that, just as we have learned from other nations, they have derived impetus and inspiration from Norwegian institutions and policies.

The demand to be met by distance education may vary a great deal from country to country and region to region. This morning I have chosen to look at the role of distance education in a small, developed country. During this conference, many of you will be speaking on behalf of other societies with needs of a different kind or magnitude. Some of you will stress even more than I have done the shortcomings of conventional systems of education, the need for mass distribution of knowledge by appropriate technology, and the scarcity of human and financial resources. These are fundamental issues for all of us, and we must confront them together as members of a single world population. Traditional methods are no longer sufficient in a world in which there is an urgent need for social and economic development. It is promising to see that many developing countries are

now taking definite steps towards a systematic and creative use of distance education methods, both in informal and in formal education. We know that improving the knowledge and skills of ordinary people and key personnel is a prerequisite for their participation in broader development programmes. Therefore, we need to listen to and learn from the experience many of you have gained in using distance education in the service of national development. We need to join forces in our common struggle for a better future.

In the last couple of years, many observers have started talking about a new, global economy which in many ways differs from the international economic system we have had since the Second World War. Japan and the newly industrialized countries in South Asia have become more and more important for international trade, finance and economic growth. Production, finance and marketing are becoming increasingly global. Environmental problems are also rapidly becoming global, as we have seen this summer through the discussions on the ozone layer, the greenhouse effect and the increasing pollution of the world's oceans. In all these issues, the question of promoting better access to knowledge will be an important factor. The international economy is increasingly based on knowledge, innovation and skill. The level of education is rapidly becoming as important for the prosperity of a country as natural resources. To redress the environment imbalance created by industrial production patterns, poverty and demographic factors, we need more knowledge on how the different ecological systems interact, and we need more public awareness of the need and cost for urgent action.

It is regrettable that the main international organization responsible for educational and scientific cooperation, UNESCO, has been weakened in an area which demands more, not less, such cooperation. We trust that UNESCO has passed its low-water mark, and that all efforts can now be consolidated to strengthen the organization. The 24th General Conference of UNESCO in Paris last autumn laid a solid base for new progress. Norway will continue to encourage and support all efforts which can revitalize UNESCO and international cooperation in the field of education, communication and science. In this connection, let me mention that Norway has been a main supporter of and contributor to the International Programme for the Development of Communication. Although the full potentialities of this programme have not been realized because of lack of funds, we still feel that this is an important international effort to promote a better and more balanced flow of information on the issues facing us all. The revolution in information and communication technology illustrates more clearly than anything else that the world is one. I am convinced that distance education will soon experience another revolution related to the technological one in that it will, in the future, literally transcend national borders. The old Japanese proverb, "there are no national frontiers to learning" will have a renewed meaning. Students will no longer be restricted by educational opportunities within their own country, but will be able to take part in a truly international network of learning opportunities without having to leave their home country for many years.

This will mean that the political authorities will have to consider new kinds of questions and establish knowledge as a common resource for all nations to share. Of course, there will be language barriers and cultural and other problems. But we should welcome these new opportunities for greater international communication and mobility, not only for students but for institutions and for knowledge itself. This is an area in which distance education institutions can lead the way in making our educational systems and our communities in general more integrated and more international in their orientation. From a political point of view, such a development is sorely needed, provided that it does not become a one-way street, but is combined with the development of national competence and leads to exchange of knowledge and experience in an international community in which there is mutual collaboration.

We appreciate the work that has been done by the International Council for Distance Education since its founding fifty years ago. We are pleased to note that a permanent international secretariat has been established to take care of the growing demand for international activities and programmes. Given the great amount of experience of its member institutions and the vast need for flexible and cost-effective educational activities in all parts of the world, there is no doubt that this organization is facing important challenges.

The Norwegian Government considers the fact that the ICDE chose Norway as the location of its permanent international secretariat to be a sign of confidence in our tradition of distance education and in our country in general. I assure you that we appreciate this confidence, and that we are pleased to host and support this international centre for distance education. We also recognize the importance of the work done in Norway and abroad by the Norwegian Association for Distance Education, which must be one of the reasons behind the international distance education community's decision to make Norway its permanent home. We hope that the secretariat will be able to make an important contribution in this vital, expanding area.

The Norwegian participants in this Fourteenth World Conference on distance education, and the Norwegian Government as co-organizer and host, will follow the conference with great interest. The experience of the international community will be invaluable in developing our own institutions and systems. One of the major objectives of the ICDE secretariat will be to translate some of the inspiration gained at international events such as this conference into permanent means whereby countries can exchange experience and ideas, thus strengthening international cooperation and collaboration.

In the final analysis what we are dealing with is a more just and more secure world: a world free of poverty in which coming generations can develop their human resources and choose their own paths of social and economic progress. Today that vision is not yet a reality. But we must never let the vision disappear.

I would like to end by quoting the Norwegian writer Gunnar Heiberg from a play about women's liberation around the turn of the century. I think it still fits well today applied to our concern for the promotion of knowledge and education on the global level, to the billions of people in developing countries who are less fortunate than we are:

"If you have laid your ear to the ground, even if only once, and if you have heard the sound of millions marching and the cracking of their flags in the wind. First come the visionary elite, then the endless rows of deprived and poor people. 'Justice!' is the song of this marching army – and they get – they take justice. If you can hear such a song when you listen, then you will remain on your outpost and freeze, and let the others laugh... I have heard such a song".

Programme Report

David Sewart

It is almost certainly a good thing that none of the original members of the Programme Committee realized the scale of the project which they began in the early part of 1986. Had they done so, being sensible men and women, none of them would have agreed to take on the heavy volume of work which membership of the Programme Committee has demanded. Not the least of our tasks was the production of the Conference Book. For this conference in Oslo it was felt essential that we should not repeat the microfilm experiment made for the Melbourne Conference in 1985 but should rather return to the format established for the Vancouver Conference in 1982 and produce a Conference Book which would be made available to all delegates. This decision at once set a time scale for the submission of papers and occasioned for the Programme Committee itself a number of further difficult decisions relating to the size and content of the document.

But I should begin by thanking Helmer Larsson (Sweden), Erling Ljosá (Norway), Marjan Lubbers (Netherlands) and Reidar Roll (Norway) as the original members of the Programme Committee and saying a special word of thanks to Dagny Blom (Norway) and Torstein Rekkedal (Norway) who joined the Programme Committee as its work rate rose to a crescendo at the beginning of 1988. In addition, and particularly in relation to the Conference Book, I should mention the extensive work in editing which one of our former Presidents, John Daniel, provided.

The overall theme of the programme, "Developing Distance Education", seemed a most appropriate tone for a conference which marked the fiftieth anniversary of our organization. It is some six years ago that the conference in Vancouver determined to change the word "correspondence" in our title to "distance" and, although this marked a break from tradition, it recognized the extra dimensions which had been added to this form of study by the rise of new technologies. Furthermore, as became clear as the conference progressed, it is in the developing countries that the potential of distance education will be realized in the next few years and this aspect of the theme looks forward to the 15th ICDE World Conference in Caracas in 1990.

From its early thinking the Programme Committee decided upon three types of sessions. The opening and closing session and the two business meetings were dictated by tradition as plenary sessions and the same was true of the Broady Lecture. The rest of the sessions, however, provided alternative presentations, both in terms of content and style. For each of the major sub themes there was a major formal presentation – a state of the art presentation – and, while these formal lectures were taking place, there were parallel sessions which offered a more formal approach. Thus the major themes of the conference were treated in a formal presentation and in seminar mode and it was possible to publish approximately 100 support papers in the Conference Book as well as most of the major presentations. And here I should offer thanks to those who provided contributions, so numerous in fact that we could eventually only publish approximately half in the Conference Book itself, but I hope that the cross section in the Conference Book bears sufficient witness to the array of presentations which were made.

Saturday morning was set aside for regional meetings, a regular feature of recent conferences, and planning for these events was left in the hands of the specific regional representatives. Mention should also be made of the Unesco round table and the meeting with donor bodies which took place in addition to the main programme and were an important "first" for ICDE in its efforts to expand its role in distance education on an international basis.

As usual the Broady Lecture was a key event at the conference and in this, ICDE's fiftieth anniversary year, it was given by the Prime Minister of Norway, Mrs. Gro Harlem Brundtland. We were fortunate indeed to have such a distinguished presenter and the lecture itself, which is reproduced in this report, is sufficient witness to the event.

The major presentation lectures were prepared by:

Yoshiya Abe	:	Communication technology
Jocelyn Calvert	:	Distance education research: the rocky courtship of scholarship and practice
Urban Dahllof	:	Continuing education: new needs and challenges for distance studies
John S. Daniel	:	Distance education and national development
Jack Foks	:	Distance education – a developing concept
Patrick Guiton	:	Organisational autonomy and coordination in distance education
John Horlock	:	Distance teaching and credit transfer
Sheila Innes	:	Specific target groups
Michael P. Lambert	:	How to develop a correspondence course
Ross Paul	:	If student services are so important, then why are we cutting them back?
Christine von Prümmer, Gill Kirkup, Barbara Spronk	:	Women in distance education
Greville Rumble	:	Economics in distance education: time for a change of direction

(Mavis Kelly and Kevin Smith presented for Jack Foks and Patrick Guiton, respectively, in their absence.)

A full programme of evening and weekend activities was much appreciated by those who still had the energy to take part after the formal conference business. And here particular mention should be make of the 50th Anniversary Dinner held in the magnificent surroundings of Det norske teater, the Norwegian Theatre, in the centre of Oslo. The evening will be remembered both for the dinner itself and also for the splendid entertainment which accompanied it.

An evaluation of all aspects of the conference was carried out through a questionnaire and this has provided valuable pointers for the future. Clearly we have to overcome the problem of the vast array of contributions which members would like to present at such a conference and one answer to this might be the publication of more abstracts with a tighter control on the publication of papers. A further look will also need to be taken at the business meetings which have become difficult to organize in a way which can allow members to exercise their rights in the context of a plenary session of over 500 people.

But it is appropriate to end with a few words of thanks to those who, in a variety of ways, contributed to the programme. The high level of success was occasioned to no small extent by the careful organization of seminar and lecture rooms. Much of this work had to be carried out almost at the last minute since the number of participants only became clear within the month prior to the conference. Last minute changes to the programme also had to be made because of the unavoidable absence of key presenters and we are particularly grateful to those who stepped in to fill these gaps with hardly any notice.

Finally our thanks are due in large measure to our hosts, the Norwegian Association for Distance Education and the Royal Norwegian Ministry of Church and Education, as well as all those Norwegians who in an official or in an unofficial capacity made contributions, great and small, to what turned out to be a most memorable event.

First Business Meeting

Wednesday, 10 August 1988 — 1400 h, University of Oslo, Norway

1. Call to order

President Kevin Smith (Australia) called the meeting to order and welcomed delegates to the first business meeting of the ICDE at its Fourteenth World Conference.

2. President's Opening Remarks

In his opening remarks, President Smith made special mention of former Presidents and Honorary Life Members who were in attendance at the conference (Renee Erdos, Börje Holmberg and Charles Wedemeyer).

Members of the Executive Committee were introduced in the order in which they would be presenting reports:

Barry Snowden	–	Secretary-Treasurer, Canada
David Sewart	–	Bulletin Editor (and Conference Programme (Chair), United Kingdom
Gisela Pravda	–	Workshops, Visits and Exchanges, West Germany/ Colombia
Maureen Smith	–	Research, Australia
Liz Burge	–	Women's International Network, Canada
Reidar Roll	–	Conference Manager, Norway

President Smith paid special tribute to members of the 1985-88 Executive Committee and noted that Ben Gitau (Kenya) and Wichit Srisa-an (Thailand) were unable to be in attendance at the conference. He paid tribute as well to John Daniel who, as Past-President, was an active member of the Executive Committee, to Torstein Rekkedal for his service as Research Committee Chairperson, to liaison officers, to members of committees, to contributors to the ICDE Bulletin, and to the organizations and institutions and their members who have supported ICDE activities through institutional infrastructures.

Letters expressing best wishes to ICDE and Conference participants for a successful conference were received from the following:

Ormond Tate, President, Distance Education Association of New Zealand

Harold Markowitz, Chairman, Department of Independent Study by Correspondence, University of Florida

Ted Estabrook, Honorary Life Member, indicating that he and Edna could not be in attendance and wishing the Council every success with the conference.

3. Minutes of the Business Meetings of the Thirteenth World Conference

Barry Snowden drew attention to the records of the business meetings of the Thirteenth World Conference as published in the Conference Report and Handbook and noted that, since publication, no errors or ommissions had been brought to his attention.

It was moved by Allan Hershfield and seconded by Börje Holmberg that the minutes of the Business Meetings of the Thirteenth World Conference held in Melbourne, Australia, August 1985, be approved as published in the Conference Report and Handbook. The motion was carried.

4. President's Report

President Smith made reference to the written reports of members of the Executive Committee

which had been distributed by mail in June, 1988, noting that the Secretary-Treasurer had invited members to comment and/or raise matters arising from these reports prior to this meeting. He indicated that, since no substantive matters had been raised, he hoped that the rather tight time table for the First Business Meeting would be realistic, adding that the reports that he and other members of the Executive would be presenting were supplementary to the published reports.

He indicated that he wished to address two such matters:

4.1. Permanent Secretariat

To bring members up to date on the establishment of a Permanent Secretariat, established in cooperation with the Norwegian Association for Distance Education, President Smith indicated that Reidar Roll would operate initially on a half-time basis in the capacity of General Secretary of ICDE, sharing this with his new role as Executive Director of NADE and President of the newly created Norwegian Centre for Distance Education. With the Norwegian Association's support, this will provide ICDE with access to an administrative structure other than that which has to date been provided by Executive Members and their institutions on a voluntary basis.

The President announced the appointment of Mr. Shannon Timmers of the Open Learning Agency in British Columbia, Canada, to the position of Director, International Programme Development, within the Permanent Secretariat, indicating that Mr. Timmers had been selected from among those responding to the invitation of interest in the January 1988 Bulletin. He congratulated Shannon on his appointment and Reidar Roll for managing to launch the new Secretariat with such a talented and experienced professional in the programme development role.

4.2. Constitutional Changes

Noting that the background to the changes in the Constitution was documented in the President's published report and in Ben Gitau's report as Chairman of the Constitutional Review Committee, President Smith indicated that the Revised Constitution had taken effect from January 1, 1988, there being no objections from the membership to the proposed changes. He stated that, subsequently, elections were held by postal ballot in accordance with the procedures contained in the Revised Constitution, and that the election of the next President, by acclamation, was announced in the May 1988 Bulletin. He indicated that the names of the successful candidates for the Executive Committee would be announced later in the meeting by the Secretary-Treasurer.

The President indicated that the Executive Committee was recommending two further constitutional changes, notice of which would be given later in the meeting.

5. Executive Reports

5.1. Secretary-Treasurer (Barry L. Snowden)

5.1.1 Elections Results

The Secretary-Treasurer announced the results of the elections conducted in 1988 in accordance with the provisions of the Revised Constitution as follows:

By acclamation to the Office of President:

David Sewart (United Kingdom)

By election to the Executive Committee:

Liz Burge (Canada)
Ronnie Carr (United Kingdom)
Marian Croft (Canada)
Raj Dhanarajan (Malaysia)
Barbara Matiru (Kenya)
Michael Moore (USA)

These people were declared elected.

5.1.2 Membership Update

The Secretary-Treasurer provided the following membership update information, indicating that although the membership totals are somewhat lower than the end-of-1987 totals included in the published report (June 1988), this was similar to the experience in other years of a World Conference. These totals do not include conference participants whose membership is commencing with the conference.

Membership by Category	July 1988
Individual:	
Honorary	6
Regular	287

Institutional:	
Category A (›3000 students)	42
Category B (‹3000 students)	42
Category C (Library)	44
Total memberships (1/individual, 6/Cat. A and 3/Cat. B institution)	671

5.2.3 Financial Update

The Secretary-Treasurer presented a summary of the Budget approved by the Executive Committee for the 1986 through 1988 period and summaries of Income and Expenses recorded to date (31 July 1988) with projections to the end of 1988. He indicated that the results now projected for December 31, 1988 indicate a balanced budget, results better than expected when the budget was approved.

It was moved by Ram Trivedi and seconded by Allan Hershfield that the report of the Secretary-Treasurer be carried. The motion was carried.

All amounts in Can. $

	1986 Actuals	1987 Actuals	1988 Actuals
Income	71,289	41,365	21,000
Operating Expenses	33,458	49,880	48,200
Surplus (Deficit)	37,831	(8,515)	(27,200)
Assets: Cash	17,035	8,024	7,520
Conference Advances	6,866	13,366	13,366
Other Advances	7,836	8,348	8,216
Investments	63,080	56,565	30,000
Equipment	3,307	635	445
	98,124	86,938	59,547
Liabilities	1,572	0	0

5.2.4 Constitutional Changes

The Secretary-Treasurer brought notice of motion, on behalf of the Executive Committee, to bring about changes in the Revised Constitution of ICDE to permit World Conferences to be held more frequently than every three years, and to enable the President and Executive Committee to assume office at alternate World Conferences, eg. that their terms of office extend over two periods between World Conferences.

He indicated that a number of amendments to the Revised Constitution were necessary to give effect to these changes and that the motions necessary to revise parts of the Constitution to read as follows would be put at the second business session:

Part V. Administration and Executive Committee

Section 1 a): a President and six other members.

Part VI. Conferences

The International Council shall hold World Conferences at intervals of two to three years.

Part VII. Elections

Section 4: Nominations for elected positions shall be received by the Secretary General at least six months before Day 1 of every second World Conference.

Section 9: The President and Executive Committee shall serve a term of office consisting of two consecutive periods between World Conferences.

5.3. ICDE Bulletin (David Sewart, United Kingdom)

Dr. Sewart referred to his report published in the Executive Report document and made a number of comments supplementing the information provided therein. He reiterated his expressions of appreciation to those who had made contributions to the Bulletin over the full six year period of his editorship.

It was moved by Ian Michell and seconded by Janet Jenkins that the Bulletin Editor's report be accepted. The motion was carried.

5.4. Workshops, Visits and Exchanges (Gisela Pravda, Colombia)

After making brief reference to the report published in the Executive Committee report

document, Ms. Pravda expressed appreciation to members of the Workshops, Visits and Exchanges Committee and called for a motion to accept her report.

It was moved by James Hall and seconded by G.A. Allana that the report of the ICDE Workshops, Visits and Exchanges be accepted. The motion was carried.

5.5. Research (Maureen Smith, Australia)

Dr. Smith acknowledged the contributions of members of the Research Committee, in particular the efforts of Torstein Rekkedal as committee chairperson. Referring to the published report, she called for a motion of acceptance.

It was moved by Arun Gupta and seconded by Ian Granger that the report of the ICDE Research Committee be accepted. The motion was carried.

5.6. Women's International Network

Liz Burge made reference to the main accomplishments of the Women's International Network as outlined in the published report and, after responding to questions regarding the recently published book, *Toward New Horizons for Women in Distance Education: International Perspectives*, she called for a motion to accept the report.

It was moved by Christine von Prümmer and seconded by Margaret Haughey that the report of the Women's International Network be accepted. The motion was carried.

6. Appointment of Resolutions Committee

The general purposes of the Resolutions Committee were outlined by President Smith. He described the resolutions process as a democratic vehicle for obtaining individual member input and the means for determining objectives and priorities for Executive action between world conferences. President Smith presented the Executive Committee's recommendation that Past-President John Daniel be appointed to chair the Resolutions Committee and that he be empowered to co-opt members of the Council to form a representative committee.

It was moved by Y.B. Mathur and seconded by Alan Tate that the Executive Committee's recommendation be accepted. The motion was carried.

Members interested in serving on the Resolutions Committee or in nominating others to serve were asked to make contact with Dr. Daniel. Proposed resolutions were to be submitted in writing through the Registration Desk by 1900 h on Friday.

7. Conference Manager's Report

The Conference Manager, Reidar Roll, acknowledged the organizers of the conference, the Royal Norwegian Ministry of Church and Education and the Norwegian Association for Distance Education. He pointed to the fact that the Ministry of Education had been an enthusiastic supporter of the conference, and had also contributed funding to the establishment of a permanent secretariat for the ICDE.

Mr. Roll acknowledged the help given by many individuals in preparing the conference and thanked these individuals for their support in the planning period. He pointed to the fact that, with the establishment of the Permanent Secretariat, ICDE serves notice to all of those with an interest in distance education that the Council has emerged as a new and professional organization. He pointed out that ICDE planning could now occur on a long-term basis rather than from conference to conference. As such, he said, ICDE requires a concise statement of its intentions — a development plan that is visible and available to all ICDE members as well as to a wider worldwide audience. He said that, as Secretary General, it would be his intention that such a developement plan would be available in draft form for approval and amendments by the ICDE Executive Committee as soon as possible.

Mr. Roll informed the meeting of two important Round Table sessions, with Unesco and international and donor bodies, taking place during the conference and that the intention of the sessions was to introduce the ICDE to these bodies and take recommendations for action from them.

Mr. Roll then went on to give detailed information on the conference and social arrangements, including the Conference Programme and Social Programme.

8. Program Committee Report

David Sewart outlined the work of the Programme Committee which, when established in 1986, consisted of Erling Ljoså (Norway) as Deputy Chairman, Marjan Lubbers (Netherlands), Helmer Larssen (Sweden), and the Conference Manager, Reidar Roll (Norway). After describing the general structure of the programme, he drew attention to a major decision by the committee to publish a Conference Book

which would include a cross-section of submitted papers representative of themes and of regions of the world. He expressed his thanks to members of the Program Committee, in particular to John Daniel who volunteered himself as an editor, and to Erling Ljosâ who, with his staff, took on the task of publishing the book.

Dr. Sewart also expressed appreciation to Dagny Blom and Torstein Rekkedal for their invaluable contributions to the committee, and to all members of the Council who have made contributions and will do so in the course of the conference.

Session chairpersons were reminded of the briefing session scheduled for Thursday afternoon at 1715 h for those who were unable to attend the session held on Tuesday.

9. President's Closing Remarks

President Smith noted that the meeting was concluding according to schedule and thanked all members present for their attendance, attention and contributions.

The First Business Meeting was adjourned at 1505 h.

Barry L. Snowden
Secretary-Treasurer

Second Business Meeting

Monday 16 August 1988 1545 h — University of Oslo, Oslo, Norway

1. Call to order

President David Sewart (United Kingdom) called the meeting to order and welcomed delegates to the Second Business Meeting.

In his introduction, the President informed the meeting that an evaluation questionnaire had been handed out, and asked delegates to help the Secretariat and the Executive Committee evaluate the conference by filling in the evaluation questionnaires. He thanked Liz Burge for constructing the questionnaire.

Dr. Sewart went on to give information about the Closing Ceremony, to be held Tuesday, 16 August, where the conference organizers and conference staff were to be thanked for a job well done. The President stated that it had not been possible to decide on a venue for the 15th World Conference until the Second Business Meeting had decided on suggested amendments to the Constitution regarding the frequency of ICDE world conferences.

2. President's Inaugural Speech

The President, Dr. David Sewart, thanked ICDE members for the honour they had done him by choosing him as ICDE President for the next term.
The President pointed to the fact that ICDE has fifty years of tradition and of dedicated work from which to move forward, that it has a world-wide membership in terms of individuals and institutions and is recognized as the major international organization for distance education.

In his inaugural speech, the President also made statements concerning practical ways forward for ICDE and its new permanent secretariat, and said that the ICDE was looking to establish in Oslo an agency activity linking regional, national and local activities into a network which also embraces donor bodies, Unesco and others, with whom ICDE has had successful preliminary discussions during the course of the conference. This might be extended to a system of regional desks in various parts of the world which could provide more local access to our membership through a link with the Permanent Secretariat in Oslo. Such an arrangement would be particularly useful for the developing countries for whom access to Oslo would itself be expensive.

3. Establishment of Permanent Secretariat

The President provided information on the background for the establishment of a Permanent Secretariat. He noted that the call for the establishment of a permanent ICDE secretariat was made at the Second Business Meeting of the 12th World Conference in Vancouver in 1982 in a unanimously adopted resolution. During the Presidency of John Daniel between 1982 and 1985, attempts were made to establish such a permanent secretariat in Canada, but without success. At the 13th World Conference in Melbourne in 1985, high priority was again given to investigating the possibilities of establishing a permanent secretariat. Under President Kevin Smith, active negotiations with NADE were begun in the summer of 1986 in order to determine whether it was feasible to bring about a permanent secretariat for ICDE in Norway. During a visit to Norway in July 1986, President Smith negotiated these possibilities with representatives from NADE and the Norwegian Ministry of Church and Education. The background for these investigations carried out by President Smith in Norway was a decision by the ICDE Executive Committee at its meeting in Vancouver, in June 1986, that ICDE should investigate the possibilities of establishing its Permanent Secretariat in a Scandinavian country.

The Norwegian Association for Distance Education reacted positively to the initiative by Kevin Smith that ICDE should try to establish its Perma-

nent Secretariat in Norway and began investigations concerning the possibility of obtaining public funding from the Norwegian Government. In the summer of 1987 it became clear that the Norwegian Ministry of Education viewed positively an ICDE Permanent Secretariat in Norway, and a letter was sent by the Chairman of NADE, Erling Ljoså, to President Kevin Smith offering to establish the ICDE Permanent Secretariat, sharing the offices and infrastructure of NADE in Oslo. The offer from NADE to establish the ICDE Permanent Secretariat in Oslo was accepted by the ICDE Executive Committee at its meeting in Cambridge in September, 1987. The Director of NADE, Reidar Roll, was appointed Secretary General of ICDE.

The President, Dr. Sewart, also referred to the statements made by the Norwegian Minister of Education and by the Norwegian Head of Government, Prime Minister Gro Harlem Brundtland, in the speeches at the 14th World Conference. In these speeches, the Prime Minister expressed the Norwegian Goverment's pleasure in hosting and supporting the ICDE Permanent Secretariat, and the Minister of Education was very clear in her statements offering the support of the Norwegian Government to the Permanent Secretariat. The Norwegian Minister of Education also stated that, since the ICDE Secretariat had been established in Norway on a permanent basis, it would be the Government's aim to provide basic funding on a permanent basis. Dr. Sewart referred to the fact that ICDE's international headquarters would now be in Norway, where its administration would operate, and that the Secretariat would operate under Norwegian fiscal and economic law.

The President's statement on the Permanent Secretariat was unanimously accepted by the members.

4. Honorary Memberships

The President recited the provisions of the Constitution regarding the granting of Honorary Memberships, and announced that the following persons had been recommended as Honorary Members of ICDE:

John Daniel
Barry Snowden
Kevin Smith

The recommendation was unanimously approved.

5. Report of The Resolutions Committee

The Report of the Resolutions Committee was presented by John S. Daniel. Dr. Daniel reported that nearly fifty proposals for resolutions had been received and that the report of the Resolutions Committee contained twenty-four resolutions which were respectfully submitted for the membership for its endorsement.

In his introductory remarks on behalf of the Resolutions Committee, Dr. Daniel referred to the question of frequency of world conferences. While the Resolutions Committee was not opposed to amendments in the frequency of world conferences, it advised against moving immediately to two years as this would create problems of attendance. He suggested that ICDE sponsor regional or thematic conferences between world conferences.

Dr. Daniel also said that the Resolutions Committee felt strongly that ICDE's effectiveness would be severely undermined if a new Executive were elected every two years, and referred to the fact that the Committee was proposing a resolution to prevent this from happening.

Dr. Daniel said that the Committee recommended that ICDE use the system of postal ballots again for a second time before under-taking a review of the Constitution concerning the election. Dr. Daniel said that the Committee would suggest modifications of the postal balloting procedures to ensure that all members had the opportunity to vote.

Finally, Dr. Daniel said that the Resolutions Committee had found enthusiasm among the membership for the opportunities presented to ICDE by the creation of the Permanent Secretariat in Oslo, and suggested an early publication in the Bulletin of a statement of the status of the Secretariat.

The resolutions were divided into seven categories that related respectively to students, constitutional matters, priorities, publications, conferences, organization and operations, and expressions of appreciation.

5.1. Resolutions related to students

Be it resolved:

1. That the ICDE encourage the participation of students in its affairs by informing distance student associations of its activities and by facilitating the attendance of students at its conferences through scholarships and fee adjustments.

Carried by show of hands.

5.2. Resolutions related to constitutional matters

Be it resolved:

1. That, notwithstanding any change in the periodicity of world conferences, the ICDE Executive, once elected, hold office for at least three (3) years.

2. That the system of postal balloting now in use for electing the Executive be improved by the introduction of a "double envelope" procedure and a longer period for the mailing and return of ballots.

3. That a review of ICDE's electoral process not be conducted until after the present system of representation has been allowed to operate another time (i.e. after the next election).

4. That the January 1989 edition of the ICDE Bulletin include short descriptions of the special functions and responsibilities assigned to each member of the Executive and Secretariat staff.

Carried by show of hands.

5.3. Resolutions related to Priorities

Be it resolved:

1. That the ICDE take steps to honour the name and memory of its founder, Mr. J.W. Gibson.

2. That ICDE encourage greater communication between members by all appropriate means, including electronic mail.

3. That the Executive seek funds that can be applied to reduce membership and conference fees for those from countries where these fees are a serious obstacle to participation in ICDE activities.

4. That ICDE continue its support for the Women's International Network (WIN) and encourage its institutional members to facilitate the participation of their female staff in ICDE conferences and activities.

Carried by show of hands.

5.4. Resolutions relating to Publications

Be it resolved:

1. That an early priority for the Secretariat be to assemble a complete set of all ICCE and ICDE publications and seek the assistance of members in developing appropriate archives for the Council.

2. That procedures for the selection of papers for publication in the conference books be communicated through the ICDE Bulletin when the call for papers is made, and that conference books include short abstracts of all papers submitted on deadline as well as the papers selected for inclusion.

3. That ICDE help facilitate the publication of books such as a book on women in distance education in Africa now in preparation.

4. That the ICDE work with the International Centre for Distance Learning to ensure that its data bank of institutional profiles is kept up-to-date and publicized more extensively.

5. That the ICDE membership directory be updated as soon as possible to include the names, addresses and functions of those attending this conference.

6. That the ICDE Bulletin regularly include a comprehensive schedule of upcoming events, such as conferences, workshops and training opportunities likely to be of interest to the membership.

Carried by show of hands.

5.5. Resolutions related to conferences

Be it resolved:

1. That ICDE exercise care, if it hosts conferences more frequently, not to overload the capacity of individuals and institutions, as well as donor agencies, to fund attendance at these conferences.

2. That not all ICDE conferences be necessarily designated as "World Conferences". There is an important role for regional conferences and thematic conferences, some of which could be cosponsored with other bodies.

3. That ICDE publish its criteria for the selection of delegates from developing countries who will receive financial support to help them attend its conference.

Carried by show of hands.

5.6. Resolutions related to Organization and Operations

Be it resolved:

1. That ICDE continue to support and promote the activities of regional associations for distance education and work with them closely in any regional activities undertaken by the ICDE itself.

5.7. Appreciative resolutions

Be it resolved:

1. That this conference congratulates and expresses its thanks to the President, the members of the Executive Committee and the Committee chairs for their stewardship of ICDE since the 13th World Conference in Melbourne.

2. That this conference congratulates and expresses its thanks to the Conference Manager, Reidar Roll, and all those who worked with him, for their dedicated work over the last three years to ensure the success of the 14th ICDE World Conference.

3. That this conference expresses its great appreciation to Norway for its strong support of ICDE as expressed in the presence of His Majesty, King Olav V, at the Opening Ceremony of the conference, in the contribution of Prime Minister Gro Harlem Brundtland as Broady Lecturer and in the funding of a Permanent Secretariat for the Council.

4. That this conference commends the Editor of the ICDE Bulletin and all those who have developed this valuable publication to its present status as a most useful source of information and vehicle for communication.

Carried unanimously.

6. Constitutional changes

The President, Dr. Sewart, brought notice of motions on behalf of the Executive Committee, to bring about changes in the constitution of ICDE to permit world conferences to be held more frequently than every three years, and to enable the President and the Executive Committee to assume office at alternate world conferences, eg. that their terms of office extend over two periods between world conferences. The recommended constitutional changes had been moved by the Secretary-Treasurer at the First Business Meeting at the 14th World Conference, in accordance with the Constitution. The motions are that the Constitution read as follows:

Part V: Administration and Executive Committe

Section 1 A: A President and six other members.

Carried by show of hands.

Part VI: Conferences

The International Council shall hold world conferences at intervals of two to three years.

Carried by show of hands.

Part VII: Elections

Section 4: Nominations for elected positions shall be received by the General Secretary at least 6 months before day 1 of every second world conference.

Section 9: The President and the Executive Committee shall serve a term of office consisting of two consecutive periods between world conferences.

Motion not carried by show of hands.

After the President's closing remarks, the Second Business Meeting adjourned at 1745 h.

Reidar Roll
Secretary General

The New ICDE Executive

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President's Inaugural Speech

David Sewart

First I should thank ICDE members for the honour you have done me by choosing me as your President for the next term. I am touched by the confidence you have shown and I intend to do my utmost to be worthy of it.

Presidential addresses tend to be historic occasions. I would not flatter myself into thinking that this address is parallel to one which a new President made only a few months time ago on the other side of the Atlantic, but a Presidential address from the President of ICDE is historical in terms of ICDE, our own organization.

I began my academic career teaching ancient history in a University in the United Kingdom and it is perhaps appropriate, therefore, that I look to my own original academic calling for the introduction to my address and I do so by a quotation:

"During the past 20 years or more systems of correspondence instruction have sprung up in several widely separated countries, quite independently and in response to a very real need. That world-wide response has involved the education of children in the elementary school grades as well as those in secondary schools and in universities. It has, moreover, found an important place in which to function, quite outside of schools, in the form of homestudy courses for adults engaged in industry and in the most diversifield occupations".

I wonder how many of you are aware when and where that statement was made. At a superficial glance it is perfectly appropriate for me to be making it as President here today. The reference to 'home study' gives you a clue to its origin on the other side of the Atlantic but it is perhaps only the reference to 'correspondence instruction' which gives us the clue that it is not such a recent statement. In fact I have taken it from the foreword to the Report of the First International Conference on Correspondence Education in Canada in 1938 and it is a statement of the man who was President at that Conference. I do not have a detailed knowledge of the development of Distance Education in the two decades from 1918 to 1938 to which that comment refers but I think that the speaker would be surprised and considerably gratified if he were looking back from 1988 on the last two decades in distance education as we can do.

Another quotation:

"Now, we are gathered here today to enlarge our ideas and to take stock. We are deciding on new steps, perhaps even upon a new direction, and in all of this, ladies and gentlemen, we are motivated by what we consider to be a very practical ideal: that ideal is equality of educational opportunity and this is an ideal which I believe is accepted in all parts of the world. By equality of educational opportunity we mean extending opportunity of equal quality to everyone, no matter how humble his birth, no matter where he may live, and no matter what his reasonable aspirations may be. We think that it is a very practical ideal – an ideal to which we can all subscribe, and I trust that everything we do in this Conference will be evaluated in terms of it".

This too derives from the first ICDE conference and it is from the opening remarks of Professor Broady whose memory we celebrated this year in the lecture given by the Prime Minister of Norway. Its sentiment is no different from that which we hold today, although the language is somewhat stilted and I am afraid too that it does not use the non-sexist terms which we now employ.

But it is my task to look forward on this occasion. In dwelling so far on the past I have done so in order to demonstrate that ICDE has 50 years of tradition, 50 years of dedicated work from which to move forward. It has a world-wide membership in terms of individuals and institutions and is recognized as the major international organization for distance education. That is not a bad base for a new President to have from which to make a start.

But no organization exists solely though its president. There are several former Presidents of ICDE here today and they will attest to that. ICDE has a new Executive and this time an Executive which is representative of the world in geographical terms. The new Executive combines experience with freshness and new perspectives. Barbara Matiru, Ronnie Carr, Raj Dhanarajan,

Marian Croft, and Michael Moore are new members of the team but each of them is already well known in their own spheres and beyond while Liz Burge, Kevin Smith and myself continue from the previous Executive. ICDE members have made some very wise choices there.

And what of the future? Firstly I would like to offer some general comments. The gulf, materially and otherwise, between the developed countries and the less developed countries will almost certainly increase in the next few years, despite our hopes to the contrary. This will result in a new type of imperialism or colonialism which historians might look back on as a technological imperialism or technological colonialism which puts those who do not posess the technology at a tremendous disadvantage and in a role of dependency on those countries who do possess the technology. And with this technological imperialism, just as with the old imperialism, there will go a cultural imperialism no less than that which we have seen before in previous centuries. But this time it will be transmitted through the technology – not through ships, explorers and conquerors across oceans. Consequently it will be much more swift to reach its goal; it will continuously be refreshed from its source; it will not be relying on lines of supply stretching over weeks and months; it will not be limited to the physical spheres of influence of the conquering troops but will be in every home at all times. You will see that it will therefore be far more pervasive in its influence.

It is scarcely conceivable, despite what governments say and despite what we all might hope, that we will move away from the levels of unemployment which exist almost on a world-wide basis, although for different reasons in different regions. From this we might deduce greater opportunity for training and education within the so called 'leisure time' available. This will arise for two reasons; firstly learning for the sake of learning and to fill the leisure time available and secondly learning to update one's skills, aquire new skills and thus be a marketable commodity in a rapidly changing employment situation.

It is therefore inevitable that a large proportion of the population of every country will be concerned with education beyond the traditional years. Continuing education will no longer be a concept, it will be a reality. And it is equally likely that distance education, with its freedom from time and place to study, will become of increasing importance. It is the natural medium for this continuing education. Here is the challenge for us over the next few years.

But distance education brings into focus most sharply a question which has been long debated in educational circles and which I have heard again in this Conference although some of us had thought it had died many years ago, namely whether a set of materials, however sophisticated the design, can take the place of the many facets of the teacher in the traditional teaching situation. The creation of such a hypothetically perfect package of materials has been pursued with the same vigour as that with which the medieval alchemist sought a nostrum which would turn all base materials into gold – and as yet with similar success. It has been fashionable of late, certainly in my own country as I have said, to assume that this debate has been concluded with a wide acceptance of the fact that the perfect package of materials is unobtainable. Alas, this is merely wishful thinking.

Is his seminal work on distance education, Otto Peters, who I am pleased to say has been here with us at this conference, described it as an industrialised form of teaching and learning. Certainly distance education can operate most successfully in an industrialised society against a background of reliable communications media and it employs the concepts of industry in breaking down the teaching, for manufacturing purposes, into constituent elements that are fitted together in the creation of the total production. Also it employs the processes of industry in the creation of this product. I am in total agreement with the basic tenets of his thesis but I would suggest that it is necessary to look very carefully at our definition of industry. If distance education is an industrialised form of teaching and learning, it is not to manufacturing industry, I would suggest, but rather to service industry that we should look for the basic practices and techniques which are and traditionally have been inherent in the educational philosophy we hold. If we accept that the perfect package of materials – perfect that is for all learners – has not been achieved and even is not achievable, we must build a service to the learners that accepts that each of them is unique and establish a system for individualising the 'imperfect package' for each learner.

The success of any educational institution is measured by the success of its students – but that is perhaps a far too simplistic statement. We might posit for example a system of education which admits large numbers of students to its courses and offers them little or no support. Perhaps only a few of its students will have the personal motivation to conclude their studies but, even if that number is as low as 10% – the suggested figure for Open University students before its inception – in real terms it might be quite high, given an almost infinite supply of initial enrolments. This is the manufacturing industry approach to distance education and sadly it still exists in some areas. At the other end of the spectrum is the system of education which concentrates on an individual ser-

vice to its students, such that the vast majority achieve success. In sheer monetary terms we might see no difference in the extremes if we look at the cost per student output. The answer, however, is quite different if we construct the equation in human terms.

If distance education is to maintain its present position and to go on to meet the challenges of the next decade, it will need to strive continuously for quality and for the system which individualises the learning process for its students.

I must go on to make a few statements about the practical way forward for ICDE and its new Permanent Secretariat. We are looking to establish here in Oslo an agency activity linking regional, national and local activities into a network which also embraces the donor bodies, UNESCO, etc. with whom we have had successful preliminary discussions here during the course of the Conference. This might be extended to a concept of "regional desks" in various parts of the world which might provide a more local access to our membership through a link with the Permanent Secretariat here in Oslo. Such an arrangement would be particularly useful for the developing countries for whom access to Oslo will itself be expensive.

Yesterday we had a preliminary meeting of the new Executive and we will meet again in a few months time to get down to some real business and establish a plan for developments. Clearly we must present to you a constitution which allows our emerging organization to move forward as a matter of priority. We have already taken a decision in principle to hold the next Conference in just two years time in Caracas, Venezuela.

Finally perhaps I should return to my role as President in relation to the Executive. The relationship between the President and the Executive of any organization is crucial. I call to mind the story of the advice given by one president to his successor. He said "Sooner or later when you follow me you will have difficulty with the executive. I am leaving in my desk three envelopes which are numbered one, two, and three, and when you hit a crisis with your executive you must open them in that order".

Well, along came the first crisis and the new President opened the desk and drew out envelope number one. Inside it said "Blame your predecessor" so he did and it worked. The second crisis, a little more difficult, came after some time, so again he opened the desk and this time drew out envelope number two which said "Tell them that the problem is well known to you, and that you have been studying it now for quite a time and have asked advice from a number of your learned associates who have a vast experience of this sort of thing. Then say that you will shortly write a paper to explain what you are going to do. Make the paper long enough and that will shut them up". So the crisis went away but the third crisis came along so the new President sat down at the desk and once more took out a letter – envelope number three. All it said was "Start writing three envelopes for your successor". I hope I don't reach the third envelope within the next three or four years.

Conference Evaluation Summary

Introduction

There were both obvious problems and successes at the 14th ICDE World Conference. Some of each of these reflect long-standing ICDE practices while others are particular to the Oslo meeting. Toward the end of the 1988 conference an evaluation form was developed and 'distributed'. Seventy-four completed forms were returned. The numerical results were compiled and these are included in Part A of the following summary. Much of the evaluation summary was, however, open-ended and so we have taken the liberty of interpreting comments from the evaluation questionnaire in several categories. Part B, conference organization, highlights several main problems: 1) cost of conference for value perceived; 2) multiple accommodation venues; and 3) pre-conference communications including those relating to registration, transport and accommodation issues as well as those relating to programme information. Part C, conference business, points up the perception that ICDE business matters were not professionally handled. Part D, conference programme, demonstrates concerns about: 1) the need to increase the intellectual level of ICDE conferences; 2) the breadth of the programme as it relates to areas other than higher education; and 3) the need to provide greater interaction between delegates on issues of common concern.

Members should note that original evaluation responses are on file at the ICDE Permanent Secretariat and are available for viewing. You should also be aware that a longer version of the evaluation summary than appears here, one in which many of the actual comments of respondents appear, was presented to the Executive Committee members at the January, 1989, Executive Committee meeting held in England. ICDE members who wish to see the longer version of this evaluation summary may write to the ICDE Permanent Secretariat to obtain a copy. Finally, members should be reassured to know that the evaluation findings were communicated to those planning the 15th ICDE World Conference and, accordingly, played an important part in the design of our next conference. In fact, an evaluation procedure has been integrated into the structure of the conference.

A. Quantitative findings

1.Rate your overall level of satisfaction with each of the following (based on 74 evaluation forms returned):

unsat. = unsatisfactory
sat. = satisfactory
v.sat. = very satisfactory

	%		
	unsat.	sat.	v.sat.
a) Communications with organizers pre-conf.	50	25	25
b) Communications with organizers during conf.	14	62	24
c) Accommodations	17	56	27
d) Transportation	20	40	40
e) Facilities for sessions	7	74	19
f) Intellectual content of sessions	23	64	13
g) Opportunity for dialogue in sessions	22	57	21
h) Opportunity for dialogue outside of sessions	12	61	27
i) Relevance of presentations to your needs	18	61	21

2.Rate your overall level of satisfaction with each of the following (based on 50 responses/only presenters at sessions responded to this question):

	%		
	unsat.	sat.	v.sat.
a) Support for any materials' production	35	46	19
b) Conditions for actual presentation	27	46	27
c) Opportunities for feedback from audience	11	54	35

B. Comments and findings on the conference organization

Communications

Communications between delegates and conference organizers, especially in the few months

before the conference, were problematic. Indeed, half of the respondents were not at all satisfied with advance communications, primarily in two areas. First, comments indicate that the organizers were slow in responding to some registrations, and that too little information was provided to reassure arriving delegates about transport, accommodations and conference operations. Second, delegates definitely wished to have information about the conference programme: abstracts of papers, length of presentations and a schedule of various business meetings. The overall level of satisfaction with communications improved substantially once the conference began. The evaluation findings point up the need for a well-organized registration system but, as important, the need to circulate a conference programme several months prior to the event.

Transportation

In general, delegates appreciated the transportation card which gave unlimited access to Oslo's public transportation system. As indicated in the previous section, however, delegates expressed the need for more information on how to find their way from the airport to their hotel and the conference venue. Several comments pointed up the importance of airport reception and a shortage of buses at one cultural event was extremely vexing for several respondents.

Accommodations

Although only 17% of respondents indicate dissatisfaction with accommodations, comments from open-ended questions demonstrated concern with the high cost of accommodations. This concern appears to be shared by both developed and developing country participants. Other comments highlight the problems associated with using multiple accommodation sights.

Food

Many respondents commented unfavourably on the high cost and low quality of conference luncheons and dinners. As well, there were suggestions that conference luncheons could be structured to increase interaction among delegates, and that dietary requirements of an international group require greater care in planning. In general, evaluation responses point up the need to consider carefully the cost and preparation of food provided as part of the conference fee.

Special events

Aside from negative comments about transport, costs and provision of adequate directions noted above, special events were generally considered to be a highlight of the conference. Evaluation responses indicate that delegates value such events and that they play an important role in the overall perception of a conference's worth.

Conference Club

A Conference Club, or informal meeting location provided after the conference's daily sessions, has been a traditional aspect of ICDE conferences. Respondent's comments indicate the perceived value of continuing this practice. A number of comments, especially from first-time delegates, highlights the need for both orientation and structured opportunities to meet other delegates.

Technical support

There is a perceived need for well-organized audio-visual support services for both plenary and parallel sessions. Some comments point up the usefulness of having a technician on hand to ensure that equipment is in place and works properly. Respondents also indicated their concern about clearly communicated policies on reprographic services and a Conference Secretariat.

Conference timing

In general, evaluation comments indicate that delegates find a weekend break in the middle of the conference to be disruptive. As well, there is a perceived need to include pre-conference workshops in the proceedings.

Conclusions for part B

The major concerns of respondents refer to pre-conference communications and overall costs of the event. Many concerns about communications can probably be dispelled by producing and distributing a programme in the months before future conferences. Such a programme should contain abstracts of papers to be presented and well-designed and clear descriptions of the practical elements of the conference including, but not necessarily restricted to, those items addressed in part B of this evaluation summary.

While respondents were very forthcoming in their observations and critical judgements of the conference organization, the majority also lauded the efforts of the Norwegian organizers and expressed their appreciation for what one delegate described as "generally a good effort."

C. Comments and findings on conference business

Visibility of executive and conference organizers.

Respondents indicated a desire to have greater access to both executive members and conference organizers. While most realize that these people are usually very busy during a conference, there is a feeling that an informal question and answer/ discussion session could be arranged.

Financial assistance

A few respondents commented on financial assistance provided to delegates from developing regions. There is a perception that the process of allocating grants should be clearly described.

Business meetings and resolutions

Respondents' comments clearly indicate perceived problems with the management of the second business meeting and the way in which resolutions were handled. A few comments identified the need to reformulate the ICDE constitution to reflect developments in the organization.

Conference frequency

Only two respondents commented unfavourably on the matter of holding ICDE conferences every two to three years rather than at three to four year intervals.

Governance and representation

Respondents expressed a wide variety of opinions and concerns on the need for ICDE to address issues of a more participatory and democratic organization, as well as addressing perceived problems of representation by specific groups. Some of these concerns should be ameliorated by a more intentional and sensitive approach to the design of conference programmes while others must be addressed in the context of an overall ICDE development plan.

Conference evaluation

Several comments reinforced the view that ICDE events should be rigourously evaluated and that evaluation materials should be available in the registration kit.

Conclusions for part C

The major concerns of respondents are focused on the perception of a need for ICDE to be more businesslike in conducting its affairs at World Conferences, and to seek mechanisms to increase representation and influence of specific groups, particularly of women and those from developing regions. There is a very clear message in most of the comments: ICDE must take seriously the need to increase clear and open information flow between those at the executive and operations level and the general membership. One respondent offered some means to accomplish this: "greater follow-up between conferences — mailing lists, newsletters, publications to encourage networks, regional conferences, collaborative research, news updates, etc."

D. Comments and findings on the conference programme

Intellectual content

It has been the recent practice of ICDE to provide maximum opportunities for conference delegates to present papers and to publish as many of these as possible. As a result, the overall quality of presentations is variable, according to the perceptions of respondents.

Breadth of programme topics

Respondents issued a very clear message to ICDE regarding the breadth of topics presented in the programme. There is an apparent demand not only to meet geographical needs, but also to address all levels of education. The most poignant comment, from a correspondence educator, highlights the concern that correspondence education no longer seems to have a place in distance education meetings and asserts that this is unwarranted and unwise.

Structure of sessions

This category is of major concern and provoked comment from the majority of respondents. Comments overwhelmingly indicate that the parallel sessions were too many and time allotted for presentations was too short. More important, presenters were not informed ahead of the conference of the time available for their presentation, or when it was to be given. Some concerns in this area have been addressed above in the section on pre-programme communications. It is clear that the programme of the conference, including abstracts of papers to be presented, should be sent to dele-

gates along with general information, provided delegates have registered by a clearly specified cut-off date.

Session chairs

A number of respondents commented on session chairpersons. Whether perceptions were negative or positive, delegates do identify the great importance of the function in ensuring well run, satisfying sessions.

Demonstration session

While respondents had little comment on the demonstrations available at the conference, they did express their desire for such sessions in the future.

Broady Lecture

The few comments received on the Broady Lecture were unequivocally positive.

Conference book

Respondents' comments on the conference book were favourable in general, although a few point up deficiencies such as the lack of a table of contents, index or abstracts.

Regional meetings

Very few commented on the regional meetings. The message appears to be that these are not particularly well-integrated with the conference programme.

Conclusions for part D

The programme of the 14th ICDE World Conference presented three major problems. First, delegates and presenters were not informed about the programme's contents and operation before arriving at the venue. Second, the number of papers and, accordingly, the amount of time available for presentations had a significant impact on the intellectual level of the conference. Finally, there is a clear message to the ICDE to deal more thoroughly with all levels of education.

There are two apparently conflicting themes running through the comments proferred by respondents to the evaluation summary. One asks for greater intimacy and interaction. The other demands a higher intellectual level of presentations and an overall increase in professionalism. The themes are in fact not contradictory, but they do presume much more rigour in designing future ICDE conferences. In a sense, this is a challenge to all distance educators. Those who perceive the need to include a particular topic in the programme, or a requirement to define an interactive session, may well be the ones to provide them. At the same time, ICDE policy makers and operational staff must ensure that members' comments are heeded and acted on. As a result of this evaluation process, the 15th ICDE World Conference will incorporate a number of changes.

UNESCO–ICDE Round Table Report

Permanent Secretariat

Introduction

The Unesco-ICDE Round Table, held in the context of the 14th ICDE World Conference, brought together two organizations which have played key roles in transforming education. Unesco's role in the development of distance education goes back to at least 1969 when the ICDE became affiliated with Unesco as a Catergory B non-governmental organization. Until the early 1980s, Unesco provided financial assistance toward publishing the ICCE Newsletter which was to become the ICDE Bulletin in 1982. Unesco has also provided travel grants for delegates to ICDE conferences and distributes the Bulletin. Collaboration between the two organizations has continued with a Unesco-sponsored consultation of higher level distance education held at Deakin University, Australia, in 1987. Currently, Unesco is providing financial support for an ICDE-International Centre for Distance Learning (ICDL) survey of resources in international distance education and the compilation of these findings in the form of a database.

Unesco has been active in distance education development on a variety of fronts. The Asia and the Pacific Programme of Educational Innovation for Development (APEID), operating from Unesco's Principal Office in Asia and the Pacific (PROAP) in Bangkok, has given rise to a large number of regional seminars and publications. Unesco also supports the publication of *Never Too Far: A Newsletter for Distance Education*, published by Sukhothai Thammathirat Open University of Thailand and the series of monographs on educational technology by TVOntario in Canada. Finally, Unesco provides direct support to distance teaching initiatives around the world.

The Unesco-ICDE Round Table brought together a group of eminent distance educators representing all global regions, a range of distance teaching institutions, and regional and national distance education associations. The task at hand was to consider higher level distance education and the needs of developing countries, discuss these issues with Unesco representatives and make recommendations on how Unesco and ICDE can best cooperate to address priority needs in the biennium, 1988-89, and under Unesco's third Medium Term Plan, 1990-95. The Round Table also served the purpose of introducing recent ICDE changes, for example the establishment of our Permanent Secretariat and intention to become more actively involved in development, to Unesco. The Round Table has resulted in the publication of *Unesco Papers on Higher Education 28: Higher Level Distance Education and the Needs of Developing Countries.*

Format of the Round Table

Venue: University of Oslo, Blindern Campus, Oslo, Norway
Date: 13 August 1988
Time: 1030 - 1300 h

Chair: Dr. David Sewart, President, ICDE

Agenda:

1. Introduction: synopsis of the working document
2. Training needs: methods, strategies, experiences
3. Research needs: objectives, approaches, experiences
4. Resources/Methods: curriculum development, equipment and technology, documentation and information sharing
5. Agents and roles: ICDE and Unesco
6. Conclusions: Check-list of priority action and recommendations.

Following the conclusion of the Round Table, participants attended a luncheon hosted by the

International Council for Distance Education at the University of Oslo.

Summary Record and Recommendations

The following record and recommendations have been taken from unesco Papers on Higher Education 28: Higher Level Distance Education and the Needs of Developing Countries with the kind permission of Unesco

Introduction

The purpose of this Round Table was, firstly, to provide coherent follow-up to the International Consultation on Higher Distance Education held at Deakin University, Victoria, Australia, September 1987, which took stock of the status quo and studied the impact of technological developments on higher level distance learning.

The Action Plan formulated at the meeting proposed that further analysis of training and research needs was urgently required; also, it was suggested that the coordination of international efforts in higher level distance education was necessary, and that the ICDE, as well as the ICDL, were the proper bodies to achieve this end.

In 1987, the ICDE established a Permanent Secretariat in Oslo, Norway, and has appointed a Director for International Development with a view to drawing up a long-term rolling plan of action involving all regions of the world and their respective development needs.

Moreover, the ICDL, situated at the Open University, U.K., has developed its links with international agencies: UNU, ICDE, Unesco, and the Commonwealth Secretariat. As a result, it is well equipped to play a more important and technical role in the provision of information and documentation services – identified as a top priority at the Deakin Meeting – to all specialists and institutions dealing with distance education.

Unesco is pursuing, as part of its programme in higher education, the support and further development of higher level distance education which represents an important aspect of innovatory trends and, at the same time, enables higher education to meet the specific needs of society. As distance learning continues to expand at a brisk pace, it is attracting even greater interest and support in all regions of the world. Thus, the moment is ripe for three vital areas to be studied in order to clarify subsequent action:

i) the identification of training and research needs, particularly for developing countries where distance learning has become a vital educational method;

ii) the provision of improved and efficient information services to enhance communication and to facilitate the exchange of experiences, resources and documentation; and

iii) the role and functions of the coordinating body for international distance education, namely the ICDE, so as to ensure that a clear blue-print for its action may be drawn up and diffused to its members worldwide.

In presenting a synopsis of the working document, its author, Mr. Shannon Timmers, reviewed evolution in various aspects of distance learning including institutions, associations, collaboration, the application of technology, information networking and data bases. All these elements constitute current trends which must be taken into account when planning future activities.

Thus, the Round Table addressed itself to the task of translating these needs into required action, chiefly through an identification of training and research needs and the roles of international agencies, which must contribute to the provision of adequate solutions.

Training Needs

Training concerns a wide range of different target publics: e.g. academics, course designers/editors, media developers, administrators, student counsellors, trainers and evaluators/ researchers. Thus, there is a need to:

- assure training "in situ" so as to meet regional variations and requirements;
- train indigenous trainers;
- know the range of training materials and resources available;
- train for non-formal distance education;
- overcome linguistic barriers regarding the availability and suitability of training materials;
- train trainers in the applications of educational technology which has a vital impact on course design;
- coordinate regional and international training initiatives so as to maximize resources and avoid duplication of efforts;

- coordinate the development of generic training materials with wide application; and

- consider training when developing communications/information networking systems for distance education.

Research Needs

It was noted that considerable research is currently being carried out world-wide. Also, as distance learning continues to expand, especially in mixed-mode operations, the need for research becomes ever more imperative in order to evaluate initiatives. As funding is a key problem, available resources tend to be directed firstly towards training; while this is understandable, the emphasis of research must be strengthened as the results of investigations must inevitably influence developments and innovations related to training.

The following needs were identified:

- a perceived need to research and evaluate graduate distance education, especially in developing countries, has been observed;

- research on the impact of multi-media (print, TV, radio, computer technology) continues to be necessary as technical advances are ongoing;

- research on cost-effectiveness, though well underway, needs to be maintained and advanced so as to provide comparable data;

- research on the quality of materials should be continued to compare different experiences;

- research on student profiles is needed;

- research on usefulness of higher distance education degrees and diplomas with regard to manpower needs is required;— research on the pedagogics of higher distance learning is needed;

- research on motivation of students involved in higher distance learning courses is necessary;

- research in specific groups of learners: women, handicapped, older students and workers should be undertaken;

- research on the needs of higher distance learning in rural contexts and its contribution to national development is important;

- research on the evaluation of higher distance education is required: criteria, methods, comparison of results and evaluation models;

- comparative research on and the definition of drop-out rates is desirable;

- research may best be offered by practitioners themselves, thereby ensuring low costs and accurate investigation;

- applied and strategic research experiments are particularly important components in order to know more about higher distance learning; and

- research should be considered when developing communications/information networking systems for distance education.

Recommendations for the Role of International Agencies

They may provide support as follows:

A. Training

- the provision of training by means of intensive regional and international seminars, scholarships, study tours and consultancy services; and

- the coordination and wide dissemination of information on training: courses, consultants, materials, innovative experiments and evaluation techniques.

In this respect, resource "maps" indicating training action and specialists available on an international scale are top priorities. To some extent, the present international survey on higher distance education resources, commissioned by Unesco and being implemented by ICDE through the ICDL, will provide a first step for future information gathering and diffusion.

B. Research

- the establishment of a global research plan, first identified as a priority by the 1987 Deakin consultation, could now be feasibly established and directed by the ICDE with support from other international agencies;

- an inventory of current research projects could also be a very useful initiative (this may be covered, to some extent, by the updated UNESCO/ICDE/ICDL survey which will ask insitutions to list research interests);

- research should be closely linked to the priorities of international agencies: e.g. the 3rd Medium Term Plan (1989–91) of Unesco, including the areas of literacy and life long

learning; and UNDP's country development programmes. In this way, applied and strategic research are able to make a specific contribution to the development of education;

- ICDE is considering the establishment of a specific Research Committee to monitor experiences worldwide and disseminate results; and

- ICDE could, with support from its international partners, consider the publication of an abstract of currently available research experiences which would help planners and trainers in higher distance education.

Conclusion

The Unesco-ICDE Round Table, "Higher Level Distance Education and the Needs of Developing Countries", highlighted the pressing need for enhanced coordination of distance education activities world-wide, particulary with reference to training and research. A starting point for training coordination presumes that ICDE will shortly undertake to generate basic descriptions of both training needs and resources on a region-by-region basis. Similar information is required about research activities and the resources which support them. The goal of collecting and disseminating such data is to heighten awareness of similar needs and activities wherever they are occurring and, ultimately, to apportion more effectively the financial support available for them. These issues are being considered in preparing ICDE's long-term development plan.

The ICDE is especially grateful to the participants of this Round Table, both representatives of the Council and Unesco, as well as observers, who contributed to the session. The ICDE proposes to augment its normal liaison and contractural activities with Unesco by incorporating meetings like this Round Table in future world conferences.

Round Table Participants

List of participants representing ICDE:

Chairman:	Dr. David Sewart, President, the International Council for Distance Education
Africa:	Ms. Lara Euler-Ajayi, Federal Ministry of Education, Nigeria
Arab countries:	Dr. Walid Kamhawi, President, al-Quds Open University, Jordan
Asia:	Dr. Iam Chaya-Ngam, Rector, Sukhothai Thammathirat Open University, Thailand
Australia and the Pacific:	Dr. Mavis Kelly, President, Australia and South Pacific External Studies Association, Australia
Europe:	Dr. Horst Möhle, Karl Marx University, German Democratic Republic
	Mr. Reidar Roll, Executive Director, Norwegian Association for Distance Education and Secretary General, ICDE
Latin America:	Mr. Andres H. Joseph, Argentina
	Dr. Armando Villarroel, Vice Rector for Academic Affairs, Universidad Nacional Abierta, Venezuela
North America:	Ms. Marian Croft, Director of Continuing Education, Laurentian University, Canada
	Dr. John S. Daniel, President, Laurentian University, Canada, and Chairman, the Commonwealth Distance Learning Project
Exec. Committee:	Mr. Kevin Smith, Past President, ICDE
Perm. Sec.:	Mr. Shannon F. Timmers, Director, International Programme Development, ICDE

List of participants representing UNESCO:

Ms. Mary-Louise Kearney

Mr. Herbert Marchl

List of observers:

Ms. Sissel Volan, NORAD, Norway

Ms. Teresa Gilbert, UNED, Spain

Mr. Paul Thyness, UNDP

Dr. Hilary Perraton, Commonwealth Secretariat

Dr. G. T. Leibbrandt, Netherlands UNESCO Commission

International and Donor Bodies Round Table Report

Permanent Secretariat

Introduction

The International Council for Distance Education (ICDE) held its 14th World Conference from 9–16 August, 1988, in Oslo, Norway. This conference marked not only the 50th anniversary of the Council, but also the establishment of the first ICDE Permanent Secretariat in Oslo. On August 11, 1988, a Round Table entitled "Distance Education and Access to Learning in the Nineties: the Role of International and Donor Bodies" was held at the conference venue for invited representatives of such bodies and members of the ICDE Executive Committee and Permanent Secretariat staff.

The stated purpose of the Round Table was two-fold: 1) to introduce the ICDE to invited representatives and to outline the intended activities of the Council and its Permanent Secretariat; and 2) to take recommendations from invited representatives to assist the Council and its Permanent Secretariat in further clarifying its goals, mission and activity plan.

Those associated with the ICDE viewed this Round Table as significant and timely. There had not previously been a large scale meeting of such bodies on the topic of distance education, although many sponsor or participate in related meetings, seminars and workshops. As well, many of the invited bodies directly or indirectly support the operations of regional and national associations affiliated with the ICDE, or have made major contributions in support of the development of distance education. With the establishment of the ICDE Permanent Secretariat, and a stated intention of the Council to become more involved in international development work at all levels of education, the ICDE was interested to solicit advice and recommendations from session participants on key issues which the Council will address in the coming years.

Format of the Round Table

Venue : University of Oslo, Blindern Campus, Oslo, Norway
Date : 11 August 1988
Time : 1200 – 1545 h

Chair : Shannon Timmers, ICDE Permanent Secretariat

Keynote speakers: John Daniel, Laurentian University, Canada

"Collaboration in Distance Education"

Janet Jenkins, International Extension College, U.K.

"Training Needs in Distance Education"

Keith Harry, International Centre for Distance Learning, U.K.

"Information and Networks in Distance Education"

Rapporteurs: Rigmor Jaunsaras, ICDE Permanent Secretariat, and David Sewart, The Open University, U.K.

Following a luncheon for invited representatives hosted by the ICDE, the three keynote speakers each presented a short discourse on important topics in worldwide distance education. Each presentation was followed by an animated question and answer period during which invitees clarified their organizational priorities and operations, and offered recommendations and advice to representatives of the ICDE. A synopsis of the keynote presentations and recommendations follows.

Collaboration in Distance Education

As a form of education that is not tied to the intervention of individual teachers in a classroom but more to the availability of materials and media, distance education lends itself readily to international cooperative ventures. Such ventures have included the establishment of distance education associations at the national, regional and international levels, various multi-national consortia for fostering the development of learning programmes and materials, the transfer of expertise and technology, and for establishing research networks, and numerous bilateral projects involving interaction between distance teaching institutions.

After a slow start in the 1960s and 1970s, the pace of cooperation in distance education is accelerating. A basic infrastructure is provided by the International Council for Distance Education (ICDE) and increasingly active regional associations such as the African Association for Distance Education (AADE) and Australian and South Pacific External Studies Association (ASPESA). In the past two years the Asian Association of Open Universities (AAOU) and European Association of Distance Teaching Universities (EADTU) have been established, and preliminary discussions are underway to establish similar associations in North and South America.

Joint ventures between institutions are a growing feature of the international scene. One initiative, the Open College of the University of East Asia, which will be the basis for the new Hong Kong Open Learning Institute, has based its programme entirely on the use of courses from other institutions around the world. Disted Services of Malaysia collaborates with distance teaching colleges and universities in England, North America and Australia to provide programmes for South East Asian learners. In North America, new consortia such as the National Technological University and Electronic University provide expanded access to learners in both the private and public sectors.

1988 saw the launching of two multilateral projects whose aim is to increase the impact of distance education on human resource development in the less-developed countries. These are the *Centre International Francophone pour la Formation à Distance (CIFFAD)*, and the Commonwealth of Learning. The latter, a network of regional units and institutions with its headquarters in Vancouver, Canada, will promote institutional development and sharing of distance teaching materials. As a result of these developments the 1990s will see increasing numbers of multinational distance education programmes.

The ICDE, as a result of the establishment of its first Permanent Secretariat, and with a fundamental decision to take an active role in international development, will function as a catalyst for collaboration. ICDE World Conferences have been identified as an important mechanism to assist with the development of regional distance education: accordingly, these events will be held with greater frequency and in developing regions. Venezuela and Thailand will host the 1990 and 1992 ICDE World Conferences, respectively.

Recommendations

The ICDE was identified as filling a key role in facilitating collaboration, not only between distance teaching institutions and individual practitioners, but also between international and donor bodies and the field of distance education. In general, the ICDE should:

1. Identify specific and general needs in worldwide distance education to facilitate appropriate matching of needs to available financial and human resources;

2. Identify, classify and coordinate available distance education expertise;

3. Facilitate distance education project design, implementation and evaluation; and

4. Develop mechanisms such as distance education networks to increase information flow between distance educators and international and donor bodies.

Training Needs in Distance Education

Distance education has expanded rapidly in the last decade, in the number of institutions teaching either entirely or partially in the distance mode, students enrolled in programmes and courses, and practitioners employed at all levels of operation. The speed of technological change has accelerated at the same time. All these factors play a role in increasing the need for extensive, well-designed training programmes. Educators from developing countries regularly express a strong interest in training the staff of distance teaching institutions. The kinds of needs are expressed below; institutions in developed countries have similar needs, though these are not addressed here.

All staff new to distance education benefit from an orientation programme; other topics are specific to different jobs. Training should be available for both full time and part time professional staff. Those involved in course development, such as

writers, editors, graphic designers and audio and video producers need skills in course planning, development and production, as well as an understanding of how to combine and integrate teaching media.

Tutors need to develop skills of correspondence teaching, leading seminars, counselling, telephone tuition and audio conferencing. Administrators (both central and regional) need skills in the planning and management of distance education, the development of delivery systems and the design and development of student support systems. Researchers concerned with both course and institutional evaluation need to learn appropriate research and evaluation techniques.

Training programmes for any of these categories of staff thus need to provide staff with knowledge about distance education and the skills necessary for their particular role; it is also desirable to help newcomers to develop a commitment to this form of education.

A variety of training approaches is currently used. Many institutions provide regular, multi-purpose training with a particular focus on materials development. Many such training programmes have operated in part with international assistance, for example at Indira Gandhi National Open University, India, Universitas Terbuka, Indonesia, and the University of Nairobi, Kenya. There are few training programmes relating to specific subject areas. One notable example is training courses in distance education techniques for health personnel, offered by the African Medical Research Foundation in Kenya for people from East African countries.

Regional programmes for training distance educators are also in short supply. However, the Unesco Asian network for innovations in education has conducted a long-running series of regional training workshops, and the University of Nairobi, supported by a German foundation, runs regular training in text development for participants from the region. At the international level, a few courses have been designed for an international clientele and are particularly suited to distance educators from developing countries. The University of London, in conjunction with the International Extension College, offers both a Masters course in educational planning and development, and a four-month intensive course in distance teaching for developing countries. The U.K. Open University provides training courses in educational tele-vision, and a number of British and North American universities offer post-graduate courses in educational technology or similar subjects containing elements of distance education.

Recently, distance education training has been offered by distance teaching means. Indira Gandhi National Open University now offers Indian residents a diploma course in distance education, while both diploma and Masters courses in distance education will be available shortly as University of London external degrees. The South Australian College of Advanced Education recently made its distance education diploma available internationally, and two courses in correspondence education are available in Europe, one offered by the Association of European Correspondence Schools and the other by Fernuniversität of West Germany.

While there is a range of training activities now underway, it does not meet nearly all the needs indicated earlier. Both the ICDE and international and donor bodies can assist in the development of this important area by supporting: 1) institutional staff development plans; 2) training of trainers through regional and international programmes; 3) training at a distance through support of course development initiatives and by providing scholarships for students; 4) inter-institutional collaboration in providing training and sharing expertise; and 5) the development of regional training.

Recommendations

It is evident that the need for training in distance education presents a problem of growing proportions. The ICDE can facilitate the provision and coordination of training in the following ways:

1. Identify specific and general training needs and the availability of financial and human resources to meet them through the use of resource maps, guides and inventories;

2. Facilitate linkages and communications between those most active in providing training;

3. Define or identify training regimens and materials of a generic and widely applicable nature; and

4. Stimulate the provision of distance education training in regions where the greatest need exists.

Information and Networks in Distance Education

As distance education has evolved and expanded, both the amount of information, and the need and desire to transmit it, have grown as well. The major sources of information are: 1) courses,

handbooks, prospectuses and other publications produced for students; 2) manuals produced for staff, for example guides to teaching and for producing materials; 3) theses and unpublished or semi-published research reports; 4) conference papers, journal articles, books and studies; and 5) bibiographic, institutional and course-based databases.

Information users include distant students, staff from both conventional and distance teaching institutions, including planners, course writers, tutors, administrators, media specialists, researchers and postgraduate students, and managers and project implementers from international organizations and governments. While some information users have access to a wide variety of communications devices (including personal visits, mail, telephone, telex, fax and computer-mediated systems such as electronic mail, conferencing and on-line access to databases), many are limited; therefore, information suppliers must use the most effective and economical means of transmission depending on the location and facilities of the recipient.

There are a number of information networking initiatives currently underway. With funding provided by Unesco, the International Centre for Distance Learning (ICDL), located at the Open University in the U.K., is now undertaking for the ICDE a worldwide survey of information and documentation resources on distance education. The recently established Commonwealth of Learning will also use the ICDL to provide Commonwealth-wide information services and, finally, the Asian Association of Open Universities will establish a resource centre in Bangkok on the campus of the Sukhothai Thammathirat Open University.

A number of distance teaching institutions have significant collections of documentation on distance education, some maintained separately, most as part of a general library collection: these include the International Extension College, U.K.; the *Deutsches Institut für Fernstudien*, West Germany; the Open Learning Agency, Canada; the *Universidad Estatal a Distancia*, Costa Rica; and Deakin University, Australia. The major bibliographic database on the literature of distance education is at the International Centre for Distance Learning, the largest documentation centre of its kind, which is also updating its database of basic information on distance teaching institutions. The most notable computer-based communications network linking practitioners in distance education, as well as in other fields, is AOLIN, the Australian On-Line Information Network.

One might well ask what form of distance education information network should exist, given present demands. The Commonwealth of Learning, it appears, will base its information activity upon a series of regional centres, whose specific activities have not yet been identified, but which it is anticipated will collect and disseminate information primarily within their local regions. The ICDL will coordinate the exchange of information and will investigate the possibility of establishing a document supply centre. The Commonwealth of Learning activity may provide a stimulus to institutions and organizations outside the Commonwealth to become part of a wider network. Accordingly, the International Council for Distance Education has a significant role to play in identifying specific areas for development.

Recommendations

Information flow in distance education is seen as fundamental to greater collaboration and more effective resource utilization. As the international body for distance education, the ICDE should:

1. Identify and communicate information needs and resources to users in the distance education field and to international and donor bodies;

2. Collaborate with organizations addressing distance education information networks in defining both users' needs and structures and systems for meeting them;

3. Stimulate the development of information networks through the identification of appropriate sites for communication; and

4. Facilitate the application of financial and human resources for information management in regions where the greatest need exists.

Conclusion

The representatives of the ICDE greatly appreciate the comments and observations of invited guests to the international and donor bodies round table session. Some of the recommendations arising have already been acted on, for example the ICDL and ICDE are collaborating to identify information and documentation resources in worldwide distance education. Other recommendations will play a role in the formulation of an overall ICDE development plan, scheduled to be completed and distributed before mid-1989 to all those with an interest in developing distance education.

One mechanism available to the ICDE to promote the development of regional infrastructures in distance education is the placement of ICDE World Conferences. Accordingly, the 15th World Conference will be hosted by Venezuela from 4–11 November, 1990. This is the first such event to be held in Latin America and the conference will be conducted in both Spanish and English. Thailand will play host for the 16th World Conference in 1992. It is ICDE's hope that consultations between the Council and interested international and donor bodies can become a regular feature of these important gatherings of worldwide distance educators.

Round Table Participants

Clifford Block	United States Agency for International Development (USAID)
A.B. Edington	British Council
Arturo Garzon	Organization of American States (OAS)
Sven Holmsen	Norwegian Development Agency (NORAD)
Bobbi Kamil	Annenberg/CPB Project, U.S.A.
Gottfried Leibbrandt	Netherlands UNESCO Commission
Herbert Marchl	UNESCO
Christine McNab	Swedish International Development Agency (SIDA)
Hilary Perraton	Commonwealth Secretariat and the Common wealth Fund for Technical Cooperation (CFTC)
Paul Thyness	United Nations Development Programme (UNDP)
Michel Umbriaco	Ministry of Communications, Canada
Sissel Volan	Norwegian Development Agency (NORAD)